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AUTHOR	Mattson, Bruce D.; And Others
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ABSTRACT

The report of a project for planning a training program for the mentally retarded in the areas of food preparation and service summarizes activities of the planning project and makes recommendations for possible implementation. The training program is designed for educable mentally retarded youth who would benefit from specific vocational education programs at the high school level. The need for this training program and employment projections are presented. Aspects of the training program which are discussed and for which recommendations are made include staffing needs (qualifications, sources of personnel, teacher/student ratio), student selection criteria and procedures, the training setting and equipment needed, and areas of specialization to be emphasized. Behavioral objectives and curriculum content recommendations are made, including suggested teaching units, objectives, training activities and resources, and evaluation techniques for 10 specific curriculum areas. Also covered are possible relationships with other school programs and personnel, and with rehabilitation agencies and trade organizations. A suggested budget, totaling $44,250, for the initial year of a demonstration project for training mentally retarded students according to these plans and recommendations is included. (KW)

ED050541

PREPARING THE MENTALLY RETARDED IN THE AREAS OF FOOD PREPARATION AND SERVICE

A Report of a Planning Project Funded by the Department of
Occupational Education and Technology
Texas Education Agency
Mr. John R. Guemple, Associate Commissioner

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Dr. Bruce D. Mattson, Chairman
Department of Special Education
Texas Tech University
Project Director

Mrs. Florence Anthony
Mrs. Thelma Whigham
Mr. Richard W. Martin
Research Assistants

EC 032 426

May 31, 1971

Texas Tech University

College of Education
Lubbock, Texas 79409
May 31, 1971

Dr. John R. Guemple
Associate Commissioner for Occupational
Education and Technology
Texas Education Agency
Austin, Texas 78711

Dr. Sir:

As project director of the project "Planning a Training Program for the Mentally Retarded in the Areas of Food Preparation and Service," I wish to submit the following report and recommendations for possible implementation.

The project director and research assistants engaged in the following activities in carrying out the objectives of this project:

1. Examined the professional literature for reports of training programs and curricula in the areas of food preparation and service.

2. Procured relevant program syllabi, curricular materials, teaching aids, and consultant vitae and carefully evaluated these for relevance.

3. Visited training programs with characteristics similar to the one being planned.

4. Conferred with personnel in the College of Home Economics at Texas Tech University, Department of Occupational Education and Technology and the Division of Special Education of the Texas Education Agency, and the Texas Rehabilitation Commission.

5. Explored relationships and possible involvement of personnel and organizations in the areas of food preparation and service.

6. Conferred with manufacturers and suppliers of equipment relevant to such a training program.

7. Obtained recommendations for the layout and equipping of such a training facility.

8. Prepared a recommended program for training the mentally retarded in food preparation and service with specific curricular emphases to which additional areas may be added.

9. Developed a complete file of resources and materials relating to such a training program.

10. Procured information on employment potential in food service and preparation from several relevant sources.

As the project progressed, the researchers became increasingly enthusiastic over the possibilities inherent in such a prototype program in a local school system and in a residential facility for the mentally retarded. Mr. Richard W. Martin implemented such a program at Delmar School in St. Louis, Missouri, while he functioned as a teacher-researcher related to this project. His numerous contacts with trade organizations, such as the National Restaurant Association, brought him the assurance of considerable interest in such training programs and offers of cooperation of many types. Suppliers of various types of food products, condiments, and restaurant equipment manifested great interest in working in cooperative ways. It became obvious that equipping such a training facility might be done on a donated or shared cost basis, greatly reducing the cost of setting up such a training station as the one found in the material which follows this letter.

Those of us who worked diligently on this project urgently solicit your careful consideration of the possibility of implementing this proposed program on a pilot basis in one public school system and in one institution for the retarded in this state during the 1971-72 school year, should funds be available.

Thanking you for your interest in this planning effort and for your consideration of the material which follows, I remain

Bruce D. Mattson

Bruce D. Mattson, Ed.D.
Professor and Chairman
Department of Special Education
Project Director

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A DEMONSTRATION PROJECT IN TRAINING THE MENTALLY RETARDED

FOR FOOD PREPARATION AND SERVICE

I. INTRODUCTION AND PHILOSOPHY

The decade of the 70's will see increased emphasis on pre-vocational training for the handicapped. These programs must be developed to meet a wide variety and range of learning abilities. For some time special educators have recognized the need for expanding vocational education programs to serve handicapped students more adequately in both public school and institutional settings. Now that more of these individuals are included in secondary school programs, awareness of the existing need is becoming more evident to all educators as well as legislators.

Public concern for the handicapped and a new look at the employment potential of these individuals have brought about change, during the last decade, in attitudes toward handicapped employees. Employers are finding that, by and large, handicapped individuals do make "good" employees with adequate training and selective placement.

Through the provisions outlined in the 1968 Amendments to the Vocational Education Act, federal funds allocated to states for vocational education now have a portion earmarked for programs which help handicapped students develop marketable skills. According to O'Neil, "Vocational education can now become an integral part of the educational opportunities available to the handicapped."[1] It must be a cooperative enterprise, however, fusing the efforts of special educators, vocational educators, vocational rehabili-

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[1] O'Neil, L. P. "Vocational Education of the Handicapped Is a Cooperative Enterprise," American Vocational Journal, 45 (Apr. 1970), 22-23

tation, and community resources--particularly business and industry.

The range of educational opportunities open to physically, mentally, and behaviorally handicapped students is increasing as new programs emerge based on interpretations and implementation of the provisions outlined in the 1968 Amendments. In order to work effectively with these students and to plan worthwhile programs to meet their needs for vocational preparation, educators must recognize that the uniqueness of each handicapped student is shaped by the degree of his disability and its effect on his personality. Early identification of the handicapping condition and more adequate special education services can help to meet his basic educational needs. By the time he reaches the proper age for intensive vocational education, therefore, his communication skills, civic responsibility and occupational readiness must be adequate to help him make a smoother transition into the world of work.

Heretofore, vocational training of handicapped youth, particularly the mentally retarded, was provided through work-study programs with vocational skills developed on the job and academic skills and attitudes toward work developed, in so far as possible, in the special class setting. These work-study programs have proved that handicapped youth can become employable; however, instructional programs for the handicapped must be strengthened and expanded to develop appropriate skills in the areas in which training needs and employment opportunities exist in today's labor market and in occupational areas which indicate increasing projected needs for the next decade.

Minor modifications may enable existing vocational education programs to serve many handicapped students; however, new instructional systems will be required for some. According to O'Neil, "most mentally retarded

students cannot cope with the instructional manuals now used in training. New approaches which combine written materials with audiovisual aids need to be developed."[2] O'Neil further states that as yet no model for vocational education of the handicapped has been developed that is adaptable to all school districts.

Further search of existing literature reveals extremely limited evidence of vocational education programs which adequately meet the needs of handicapped individuals whose ages range from 16 to 21 years. It is evident, however, that vocational educators working closely with special educators and vocational rehabilitation personnel can provide a new resource in carrying out the mandate to bring every handicapped student to the highest level of social and vocational competence of which he or she is capable.

According to the Texas Education Agency, the term "mentally retarded" refers to those individuals "whose mental capacity is such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services."[3] In this study, attention is focused primarily on educable mentally retarded youth who seem to have potential to benefit from specific vocational education programs at the high school level. Many of these students have been identified as educable mentally retarded; however, in reality, they may be what is often referred to as "six hour retarded" or retarded only in the context of the school situation. Otherwise, these students may be competent socially and emotionally as far as employment potential is concerned. Due to the fact

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[2] Ibid, p. 23.

[3] State Plan for Special Education. Austin, Texas: Texas Education Agency, February, 1970, p. 4.

that these students have difficulty with academic tasks, however, they are eligible for special education and vocational rehabilitation services. Although this project is being developed primarily with the needs of the educable mentally retarded in mind, these materials might be just as relevant to other students with special needs. A more specific definition of the educable mentally retarded is furnished in the Texas State Plan of Special Education which states that,

> The educable mentally retarded are those who reveal a reduced rate of intellectual development and a mental capacity and level of academic achievement below that of their peer age group as evidenced by significant deficits in all essential learning processes.[4]

In an effort to identify the need for and feasibility of specific vocational education programs for the handicapped, initial funding of a planning project was granted the Department of Special Education at Texas Tech University by the Department of Occupational Education and Technology of the Texas Education Agency. Objectives of the planning and developmental project were to:

1. Explore professional literature for information of training programs and curricula related to preparation of personnel to work in the various areas of food preparation and service, with emphasis on those programs which are specifically designed for the training of the mentally retarded.

2. Procure relevant program syllabi, curricular materials, and consultant vitae which appear related to this planning.

3. Confer with knowledgeable resource personnel in the food service industry, those involved in programs of training which appear to have implications for this proposed training program, and personnel from the Department of Home Economics Education at Texas Tech University, the Division of Special Education of Texas Education Agency, and Texas Rehabilitation Commission.

4. Determine possible involvement of governmental and private agencies and trade organizations in providing funding and resource personnel or materials.

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[4] Ibid, p. 4.

5. Determine bases for evaluation of the efficiency of the proposed training program--student progress as well as overall program success.

6. Prepare a proposed program of training which would be appropriate for implementation of a demonstration project on a pilot basis in selected school districts in Texas for a one to three year period.

7. Determine safety concepts related to food preparation and service and ways of integrating these into a training program for the mentally retarded.

8. Study employment opportunities for personnel trained in food service and preparation, including attitudes of potential employers toward employment of the mentally retarded with specific training in the various areas related to the food service industry.

In relation to this project, the term "food service industry" encompasses all entities which engage in the preparation and service of food in quantity for profit. In the past, the food service industry has been an area of employment for the handicapped. But, the industry has hired them not because of outstanding skills, but, because of their willingness to work at a lower pay scale than that paid by other businesses and industries.

Emphasis on employment of the mentally retarded in recent years has brought to light the competence of these individuals in many positions, particularly those positions related to the food service industry. Relegation of the educable mentally retarded to unskilled, menial or custodial tasks, therefore, is no longer justified on the basis of their inability to acquire skills at a higher level. Employment opportunities appear to exist for these individuals if they are sufficiently trained and competent in adapting to the work environment of the food service business in which they may become employed.

Vocational training for employment should be one of the highest goals for the retarded individuals who have potential for success. Participation in either regular or special vocational education units can expedite this training within the context of the high school setting, if facilities are provided which make it possible for these individuals to develop marketable skills that will increase their employment opportunities.

Teacher training institutions and the food service industry should assume leadership roles in the development of training programs and curriculum materials for these programs based on resources already available that require only assimilation and adaptation for the mentally retarded student. Such training programs must take the requirements of the food service industry and translate them into workable classroom learning concepts for students who have difficulty with academic tasks.

Vital to the planning of a demonstration project to train mentally retarded youth in the areas of food preparation and service is (a) a thorough perusal of literature related to the employment of these individuals, (b) a review of curricula and programs already in operation in this area of training, and (c) contacts with appropriate resource personnel to elicit suggestions for incorporating the needs of the food service industry. Findings seem to support the feasibility of submitting a proposal for a demonstration project to be implemented on a pilot basis.

The proposal for the demonstration project will be structured to present recommendations in support of the following objectives:

1. To help meet the need for training programs in food preparation and service.
2. To present employment projections in the food service industry with emphasis on promoting employment opportunities for mentally retarded students of employment age.

3. To describe an appropriate training setting and present suggested equipment and facility layouts designed specifically for pilot units.

4. To outline staffing needs for these training programs and describe qualifications which should be considered in teacher selection.

5. To set up selection criteria and procedures to be followed in screening students to be trained in the pilot unit.

6. To designate areas or specializations to be emphasized that will meet the needs of industry and capitalize on the employment potential of the students being trained.

7. To evolve behavioral objectives and curriculum content and to present samples of teaching/learning activities, resource bibliographies, suggested resource personnel, and evaluation and reporting techniques and procedures.

8. To explore possible relationships with other school programs and school personnel, regional educational service centers, employment services, and rehabilitation agencies.

9. To evolve a pattern of involvement of food service industry personnel and members of their professional organizations in the training program undertaken in this pilot project.

10. To incorporate into the pilot program the ideas and services of media and training specialists within the food service industry or related businesses in order to benefit from their experiences in existing training programs.

11. To explore the feasibility of proposing a model plan for teacher education and curriculum development in support of vocational education for the handicapped.

II. THE NEED FOR THIS TRAINING PROGRAM AND EMPLOYMENT PROJECTIONS

It is well to bear in mind as this pilot project is proposed that there is considerable agreement on the part of people who work in the professional fields of employment, specifically in the food service industry, that the food service industry represents the third largest employment area in the nation. According to the National Restaurant Association, "one of every six persons working in a retail trade is a restaurant employee."[5]

Anytime a proposed training program is recommended, it is extremely important that evidence exists that there will be an employment market for persons trained. In order to present this evidence, researchers on this project:

1. Attended a four day seminar on Food Service Management sponsored by the Lubbock Restaurant Association for representatives of varied food service businesses, from the small quick service establishment to the Airlines Catering and Restaurant Service. At the concluding meeting an unsolicited presentation of the intent of this proposal was made by Mr. Giles Spillar, Educational Director of Texas Restaurant Association. Much favorable comment was received. A number of people spoke of the need for job skills training prior to employment and expressed a desire to cooperate in the establishment of this program. There was a receptive attitude toward hiring the mentally retarded.

2. Visited two local school programs--a junior high Coordinated Vocational Academic Education (CVAE) and a senior high Cooperative Vocational Education--to investigate programs already in progress.

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[5]National Restaurant Association. Careers and Quantity Food Service Industry. Chicago, Illinois: H.J. Heinz Co., p. 18.

3. Visited several types of food service businesses where full cooperation was promised and a definite need for better training of non-management personnel was cited. These establishments included a large drive-in, a small drive-in, a cafeteria, and a large restaurant.

4. Visited with the president of the Lubbock chapter of the Texas Restaurant Association (T.R.A.). He was enthusiastic about the project, especially with the actual involvement of the food management personnel in the teaching and training process. He said he could attest to the real need for such workers.

5. Visited the training program in food preparation and service carried on by the Lynchburg, Virginia State Training School under the direction of Mr. Joe W. Risk. Mr. Risk was most helpful in sharing all aspects of this specialized training program, and he reflected the genuine need for these workers and the receptivity of employers to individuals with this specialized training. (Appendix A gives brief description and progress forms.)

Examination of current literature and correspondence with selected employment specialists further support the need of personnel to enter the food preparation and service industry.

> From our experience at a local level, a definite need does exist for a continuing supply of food service personnel. A training program such as you suggest could be very helpful and rewarding.[6]

> In the Abilene area this (food preparation and service) is a demand occupation, in which we have had a shortage of workers for some years....Prospects for placing these trainees in worthwhile employment therefore look good. Hospitals, colleges, public schools, as well as restaurants and cafeterias are all good prospects for placing these trainees.[7]

> Employment opportunity in the Houston Gulf Coast area for people properly trained in the various areas of food preparation is currently, and will continue to be, excellent...due to the tremendous industrial and population growth of this

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[6]Darden, Bert. Statement of need. Lubbock, Texas: Manager, Texas Employment Commission, April, 1971. (personal communication.)

[7]Wilkes, G.V., MDTA Food Preparation Cluster. Abilene, Texas: Office Manager, Texas Employment Commission, April 19, 1971. (personal communication.)

area....Under the Houston MDTA approximately 100 people per year are being trained. This is against an estimated need of approximately 300...obtained from representative employers in the Houston area.[8]

Their vocational adjustment (of new employees) depends to a considerable degree on knowledge of the tasks, entrance requirements, employment outlook, advancement opportunities, earnings, and working conditions in a wide range of prospective jobs.[9]

A recent study prepared for the U.S. Department of Labor's Manpower Administration by Greenleigh Associates...explored characteristics of handicapped people who are potentially employable but who lack vocational skills. Their chief hurdles are a weak education, little or no job training, and limited opportunities for work experience.[10]

Data support the fact that greatly increased job training opportunities for the handicapped are crucial. It maintains that aside from training sources underwritten by State departments of vocational rehabilitation, there are almost no programs training the handicapped in useful job skills. The handicapped must be equipped with useful job skills if they are to become competitive in the labor market and capable of making a decent income. Skill training should be offered to every handicapped person who needs it and has potential for making productive use of it.[11]

In planning vocational training programs, consideration may need to be given to (a) reservation of slots for the mentally and physically handicapped so that the handicapped will not be screened out of such programs when in competition with other needy, but non-handicapped, persons and (b) flexible programs designed to allow the handicapped to proceed at their own pace.[12]

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[8]Gruhlkey, A.L. MDTA Food Preparation Cluster. Abilene, Texas: District Director, Texas Employment Commission, April 26, 1971. (personal communication.)

[9]"The Occupational Outlook Handbook in Brief," Occupational Outlook Quarterly. 14 (Summer, 1970) p. 7.

[10]"Improving Job Service for the Handicapped," Manpower, 2 (September, 1970), p. 22.

[11]Ibid, p. 23.

[12]Ibid, p. 24.

> Most training programs for personnel at the non-management level have been primarily for cooks and waitresses. Occupational areas such as warewashers, storeroom personnel and bus employees have been literally untouched in training programs. Persons employed in these areas, however, have a very important part in the overall success of any food service business.[13]

Leaders on the Council on Hotel, Restaurant and Institutional Education emphasize that,

> More than ever, hospitality industry employers are looking to the high school for educational programs oriented towards the hotel and restaurant industry.

They further state that,

> Through both in-school laboratory participation and actual on-the-job training,...the student learns by doing and gains a realistic viewpoint of the industry he is entering.[14]

Fanning suggests that,

> Food service operators looking for a source of dependable kitchen workers may now turn to the increasing pool of graduates from programs for training the mentally retarded.[15]

Other professional food service specialists indicate that,

> There are many career opportunities available in the hospitality industry for the handicapped or disadvantaged person. Since personal service is of primary importance, people who like routine jobs or those who like to help others will find great job satisfaction.[16]

> Beginners in this occupation (food preparation and service), especially those who have taken training in restaurant cooking, will find positions available in hotel and restaurant kitchens as well as in small restaurants and other eating places where the food preparation is relatively simple. In hospitals and other institutions...a continuing increase is foreseen in the number of food service personnel needed.[17]

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[13]Cornell University, A Study of Career Ladders and Manpower Development for Non-management Personnel in the Food Service Industry. Washington, D.C.: U.S. Department of Labor, Manpower Administration, June, 1970, p. 2.

[14]Developing Hospitality Programs in High School. Council on Hotel, Restaurant and Institutional Education, Washington, D.C. Dec. 1970, p. 7.

[15]Fanning, John. "New Employees," Cooking for Profit, 24(Apr. 1971), p. 20.

[16]Developing Hospitality Programs in High School, op. cit., p. 4.

[17]Gruhlkey, op. cit.

According to a Department of Labor Survey in 1968, total industry job vacancies in eating and drinking places was probably 65,000. Projections of the Manpower Administration and Texas Employment Commission indicate even greater shortages in the future. It is apparent, then, that industry needs the student and the student needs the industry.

Predictions for the next ten years indicate an explosive rate of expansion. The United States Department of Labor has projected an acute shortage of workers in food production and food service to 1980.[18] (Table I) Barrow gave an estimate of the need for food service workers in Texas to 1975.[19] (Table II)

Based on these findings, there is considerable assurance of an employment market for individuals trained in a project such as that proposed in this report. It is further indicated that expansion and replacement needs in the food service industry can best be met through adequate training programs. Persons currently entering the food service industry have apparently not received adequate training and preparation for their position, particularly at entry-level jobs, thus accounting for a relatively high turnover rate among employees.

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[18] Occupational Outlook Quarterly, op. cit., p. 14.

[19] Barrow, T.L. Estimated Food Service Workers in Texas, Austin, Texas: Director of Reports and Statistics, Texas Employment Commission, April, 1971. (personal communication.)

TABLE I

NATIONAL EMPLOYMENT PROJECTIONS

	Estimated Employment 1968	Average Annual Openings to 1980	
Cooks and Chefs	670,000	48,000	Excellent opportunities. Small establishments offer most opportunities for beginners. Acute shortage of skilled cooks and chefs.
Waiters and Waitresses	960,000	67,000	Employment will increase rapidly despite growth in use of vending machines.

TABLE II

TEXAS EMPLOYMENT PROJECTIONS

	ANNUAL AVERAGE EMPLOYMENT			EMPLOYMENT DEMANDS 1968 to 1975		
	1960	1968	1975	Expansion Needs	Replacement Needs	Total Needs For Workers
Cooks, Exc. Pvt. Household	37,470	54,050	62,250	8,200	9,090	17,290
Counter and Fountain Workers	9,720	15,550	20,590	5,040	2,760	7,800
Waiters and Waitresses	44,630	60,630	66,020	5,390	10,040	15,430

III. STAFFING NEEDS

A careful study was made of existing food preparation and service training to determine staffing needs for the proposed pilot units. These training programs included the following types:

Manpower Development and Training Act projects (MDTA)

Project "FEAST", Food Education and Service Technology program (California)

Home Economics Cooperative Education (Texas)

Distributive Education (Texas)

Coordinated Vocational Academic Education (Texas)

Lynchburg Training School and Hospital (Virginia)

One of the MDTA programs which offers training in the Houston area for the Food Preparation Cluster employs one full-time instructor and a bilingual teacher-aide. The instructor meets the requirements for certification as outlined in the Texas State Plan for Vocational Education.[20] The Abilene MDTA unit also offers training in the Food Preparation Cluster; however, it employs two full-time instructors--a lead and her assistant. The lead instructor has 20 years experience in this occupation and has previously trained persons on the job. Both the lead instructor and her assistant were given two weeks orientation in working with the disadvantaged before assuming their positions.[21]

In California the high school Project FEAST utilizes a team teaching approach cutting across traditional disciplines--food preparation and service,

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[20]Wilkes, op. cit.

[21]Gruhlkey, op. cit.

science, math and English. The project director, however, is experienced and familiar with the fields of high school education, junior college technical and occupational training, and with the field of teacher-coordinators for hotel and restaurant operation.[22]

In Texas Home Economics Cooperative Education, Distributive Education and Coordinated Vocational Academic Education (CVAE) teacher-coordinators are required to meet certification standards proposed by Texas Education Agency for these assignments. The Lynchburg Training School and Hospital in Virginia was unique in that instructors involved in the various phases of the food preparation and service training were selected, in so far as possible, on the basis of the specialization being taught, i.e. warewashing, cook's helper, salad maker, waitress training.

Based on these findings, recommendations for the pilot project are for meeting staffing needs in one of two ways:

1. Recruitment of staff from food service industry with qualifications appropriate for instructors in this type of setting.
2. Recruitment of staff from special education personnel and requiring a food service internship.

It is further recommended that the pilot unit employ an instructor and an aide. A description of qualifications and skills of these two staff positions and sources for teacher recruitment will follow.

Qualifications and Skills

On the basis of considerable investigation into personnel needs and qualifications, certain attributes or characteristics should be considered in the selection of the instructor for the pilot project being proposed. The instructor should be an individual who:

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[22]Welch, John. A Task Unit Concept for On-The-Job Training in Food Service. University of Missouri, 1968, p. 98.

is a capable instructor and is occupationally competent in quantity food preparation and service procedures

enjoys working with young people, assisting in individual study, and evaluating student progress

understands and accepts the behavior of youth at this age level in the context of today's society

has an appreciation for the particular needs of students who have difficulty with academic tasks

is knowledgeable with regard to the unique characteristics and the extensive variations in capabilities of the mentally retarded, or is willing to obtain this knowledge through in-service training.

is able to establish rapport with other educators, the general public, and potential employers and to communicate with them the philosophy of vocational education for the handicapped.

believes in the value of occupational education and the benefits students derive from training for food preparation and service

Paramount among instructor qualifications suggested by various food service industry personnel, vocational educators, and representatives of the Texas Restaurant Association and National Restaurant Association are other desirable qualities to be considered:

a good organizer--self-motivating with systematic and orderly work habits

knowledgeable about the food service industry and up-to-date concerning current trends in food preparation and service technology

ingenious in developing new study materials and keeping reference information current

enthusiastic about training youth for food preparation and service

Leaders in the National Restaurant Association believe that "it is much easier to take a well-qualified chef, who is dedicated to youth training, and make him a teacher than to make a teacher into a chef."[23]

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[23]"List of Imperative Steps for Setting Up Food Trades Program." Field Report 67-08, Plentywood Form, Bensenville, Illinois. Chicago, Illinois: National Restaurant Association, p. 26.

Therefore, they encourage the selection of an instructor who has served a fine apprenticeship in the trade. Spillar emphasized that the instructor for the proposed pilot unit should have a strong background in quantity food preparation and service, energy, patience, and an interest in training handicapped individuals, specifically the mentally retarded. He further believes that the instructor should have sufficient formal education to take the necessary steps for certification as a vocational teacher in the State system.[24]

The teacher aide should meet the qualifications outlined in the Texas State Plan for Special Education[25] for Aide II or Aide III:

Aide II

> Shall be a high school graduate
> Assists teacher in class drill exercises, in spotting problems or problem pupils, in duplicating materials, and performing clerical functions of Aide I, as needed.

Aide III

> Shall have two years of experience as an Aide II, or two years of college training
> Relieves teacher of most routine drill of students, work in team teaching productively
> Other duties as Aide I and Aide II.

It is imperative for the success of the pilot unit that the instructor and teacher aide attend in-service education workshops yearly to keep abreast of techniques for reaching and teaching the mentally retarded students in their vocational education program.

It would be extremely beneficial to the project if the teacher aide had an experiencial background in a setting where food has been prepared and served in quantity.

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[24]Interview with Giles Spillar, Educational Director, Texas Restaurant Association, Austin, Texas. April 22, 1971.

[25]State Plan for Special Education, op. cit., p. 21.

Sources for Personnel

As personnel are recruited or sought for the pilot unit, persons with the necessary qualities might be found among the following sources:

Business and industry personnel who are willing to complete professional courses to qualify themselves.

Graduates of vocational-technical schools and community colleges of teacher-training institutions which prepare vocational education instructors in the appropriate food preparation and service fields.

Military personnel having experience and training in food preparation and service.

Teachers or staff members within the school system who can qualify with additional course work or occupational experience.

Members of state and national trade associations related to food preparation and service. (i.e., National Restaurant Association, American Hotel and Motel Association and Texas divisions of these organizations.)

Teacher/Student Ratio

The Instructor's work-load for the pilot unit should be limited to 12-16 students per class with a maximum of two classes for the first year. The facilities have been planned to accommodate the "entry" students being phased into the training unit as "new employees in training" during the second year of operation. The teacher (and/or aide)/student ratio should be maintained at an eight to one (8/1) basis for effective operation and growth of the training program.

IV. SELECTION PROCEDURES FOR STUDENTS TO BE TRAINED

Flexibility should be built into the selection of students for participation in this program. While each student should be objectively evaluated, using the available instruments typical of vocational aptitude, maximum use should be made of the team approach. All relevant school and industry personnel should function as members of the team, whose duty it will be to finally select those for this specialized preparation. Sources for this team or committee would be such persons as:

Special Education teachers

Special Education Supervisor

Special Education Counselor

Vocational Education Counselor

Vocational Rehabilitation Counselor

Vocational Education Teacher of the Handicapped

Representatives of the food preparation and service industry

This specialized study area would come at Level VII under the current Educable Mentally Retarded (EMR) program for Texas. Those students completing Level VI EMR curriculum, who show evidence of a special interest in the food preparation and service field, would be admitted to this special program. Strict eligibility criteria should not be set, but it is proposed that third grade reading level and minimal computational skills would be desirable. There is the feeling that strong motivation for future employment in this field may aid in increased academic production of the student and that potential, rather than present academic functioning of the EMR student should be considered. This is especially true in the case of a linguistically or economically disadvantaged child.

Instruments for testing, such as particular aptitude tests, would serve to aid in initial selection. A testing program as developed by The Vocational Education personnel of Region XVII Service Center or one of similar nature would aid in vocational diagnosis. This is one of several pilot programs designed "to determine occupational capabilities and interests of each handicapped student to be enrolled."[26]

"There are four major areas of diagnostic and evaluative procedures in which students are involved: (1) individual interview, (2) assessment, rating, and evaluating procedures; (3) work simulation and job sampling activities; (4) Data file preparation."[27]

A handbook has been compiled and developed by the vocational components of the Education Service Center - Region XVII, Lubbock, Texas to describe the vocational evaluation activities in detail.

Other Service Centers are also developing vocational evaluation programs for the handicapped. It is believed that these centers may contribute ideas in developing a testing program geared to selection of trainees.

In summary, the students in this program would:

1. Have completed Level VI EMR program or reached 15 years 3 months of age. (Age range 15 years,3 months to 21 years)
2. Have a special interest in the field of food preparation and service or have had this revealed through vocational diagnosis.
3. Have advantage of team evaluation and interview.

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[26]"Guidelines for Preparation of Pilot Project Proposals of Vocational Education for the Handicapped," Division of Research and Development, Department of Occupational Education and Technology, Texas Education Agency, p. 3.

[27]"Vocational Evaluation of the Handicapped Program Description," Compiled and Developed by the Vocational Component of the Education Service Center - Region XVII, March 8, 1971, p. 2.

4. Have physical and academic potentials leading to reasonable expectation of ability to function with a marketable skill in the food preparation and service field. "Marketable skill" refers to skill of such quality as to assure its ready acceptance by a future employer.

It is recommended that in an initial program for food preparation and service, the advice and recommendations of the team of advisors (people from school and industry as previously mentioned) be the foundations of pupil selection and that all students who meet the minimum requirements of the state for Level VII EMR classes be given the opportunity to explore this specialized training in a vocational field. Entry into and dismissal from the program should remain flexible.

In the screening process, job sampling and work evaluation may be developed within the pilot training unit or the prospective student being considered for the food preparation and service training program might be observed in the performance of such job sampling tasks in the school cafeteria. Work evaluation and job sampling services may also be contracted out to other agencies who work in cooperation with the Vocational Rehabilitation Counselor, if such service is available within the locality of the pilot unit (example: Goodwill Industies, Lubbock, Texas--Diagnostic and Evaluation Center; Lubbock State School, Lubbock, Texas--Diagnostic and Evaluation Center).

The student will meet the criteria for Vocational Rehabilitation eligibility as determined by the Vocational Rehabilitation Counselor.

V. THE TRAINING SETTING AND EQUIPMENT

The major emphasis of the proposed food preparation and service training program for the mentally retarded is focused on work adjustment in which general and specific instruction is integrated with real work experience in a simulated food service industry setting in which the risk of failure and ridicule is minimized. According to Mather and O'Toole,

> In this setting the student encounters many situations for learning, experiencing, and testing himself in the role of worker. The role of productive worker is a major focus. ...It serves as the standard for comparing and evaluating student behavior.
>
> Mentally retarded youth often experience great difficulty in making the transition from school to work due to...personal disorganization, illegitimacy, rejection by family and society ...defeat before they have the opportunity to begin....A program designed to train retarded students in work attitudes and behavior could prepare them for entry into the labor market as acceptable employees...produce change in other problem areas of their lives...and present opportunities for assessing the students' problems in dealing with co-workers and supervisors.[28]

The training facility should be equipped in such a way that the student can try out and learn new interpersonal skills as well as specific food preparation and service skills under the guidance of a qualified instructor familiar with the demands of the food service industry. Leaders in vocational education believe that such training programs,

> Must provide up-to-date facilities and equipment to teach the principles adequately so that they may be applied in the real work environment. The job is very seldom a place to experiment; the employer usually has too much at stake to

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[28] Mather, R. J. and O'Toole, R. "Counselors Move Out from Behind Their Desks--the Story of a Work Experience Program for the Mentally Retarded." American Vocational Journal, 45 (April, 1970), p. 24.

> permit this on a large scale....There is seldom time for a novice to explore alternatives on the job. Usually he needs to think things through ahead of time, and in many cases practice them in a simulated work situation, before trying them out in real-life employment. Persistent failure has a way of dulling enthusiasm.[29]

The training facility should be patterned to represent a typical establishment in the food service industry. It is not identical with industry, however, in that it

> ...Functions as a work-training environment where a variety of factors can be controlled and manipulated for the work adjustment process. The advantage over on-the-job training is that the training facility can be more flexible in tailoring programs to individual mentally retarded students.[30]

Students may be organized into production teams under the direction of the "food service manager" (instructor) who works with a "supervisor" (teacher's aide) in directing the activities in the training setting. Since typical equipment is proposed for the pilot unit, industry standards of workmanship are to be met, job procedures to be followed and work assignments are typical of the type of business represented.

Leaders in the National Restaurant Association emphasize the need for equipping food preparation and service training facilities with

> ...modern commercial equipment so that students train on the types of equipment they meet when they take jobs. Give them special training in the care and up-keep of this expensive equipment. Give them quality foods they need in the preparation of fine meals for the groups served, so that they can develop a sense of taste and flavor.[31]

A specific laboratory consideration which the National Restaurant Association recommends is that,

> Food preparation and service equipment should be constructed and installed according to National Sanitation Foundation (NSF), Underwriters Laboratories (UL), American

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[29] A Guide for Cooperative Vocational Education, op.cit., p. 56.

[30] Mather and O'Toole, op.cit., p. 32.

[31] "List of Imperative Steps for Setting Up Food Trades Programs," op.cit., p. 25.

Society of Mechanical Engineers (ASME), American Gas Association standards (AGA) and other local codes that may apply.[32]

Contacts were made with the following individuals and firms who supplied specifications of possible equipment and/or offered specific suggestions for planning and equipping the pilot unit training facility:

Companies

Food Service Equipment and Supply Company, Lubbock, Texas--Mr. Orland Harger, Owner

Fast Food Equipment, Inc., St. Louis, Missouri--Mr. Richard Spener

Sealtest Foods, St. Louis, Missouri--Mr. L. Stelzleni, Sales Manager, Food Service

Landshire Sandwiches, St. Louis, Missouri--Mr. W. Raymond Barrett, President

Armour and Company, Chicago, Illinois--Mr. John D. King, National Sales Manager, Food Service Division

Swift and Company, Lubbock, Texas--Mr. Morris Hulsey, Manager

Checkerboard Foods Division, Ralston Purina Company, St. Louis, Mo-- L. S. Jacobs, Jr., and S. P. Lindbloom, Quick Foods Centers.

Hobart Mfg. Co., Troy, Ohio--Mr. Bill McLean

John Sexton and Company, Chicago, Illinois--Mr. Tony Barolotta, Director, Food Service

Economics Laboratories, Inc., Des Plaines, Illinois--Mr. John Fanning, National Manager, Mentally Retarded Program

Economics Laboratories, Inc., Lubbock, Texas--Mr. Wheeler Billings, Territory Manager

Standard Brands, Inc., Lubbock, Texas--Mr. W. G. Robertson

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[32] Ibid, p. 27.

Organizations and Associations

National Restaurant Association, Chicago, Illinois--Mr. Chester G. Hall, Jr., Director of Education.

Texas Restaurant Association, Austin, Texas--Mr. Giles Spillar Educaton and Training Director

Lubbock Restaurant Association, Lubbock, Texas--Mr. Bill McCarroll, Program Chairman of LRA and Commercial Sales Manager, Pioneer Natural Gas Company

Council on Hotel, Restaurant, and Institutional Education, Washington, D. C.--Mr. Richard Landmark, Executive Vice President

Goodwill Industries, Chicago, Illinois--Mr. Earl Houston, Coordinator of Rehabilitation Services

American Hotel and Motel Association, The Educational Institute, New York, New York--Mr. J. William Conner, Director

Food Service Operators and Managers

Spinner Drive-In, Lubbock, Texas--Mr. Ray Sproles, Owner of the Drive-In and President, Lubbock Restaurant Association

Gridiron Restaurant, Lubbock, Texas--Mr. Gerald Price, Owner

Furr's Cafeteria, Lubbock, Texas--Mr. Haynes Howell, Manager

Lynchburg Training School and Hospital, Lynchburg, Virginia--Mr. Joe Risk, Director of Food Service

Caison House, Hereford, Texas--Mr. G. D. Caison, Owner-Manager

Hemphill-Wells Garden Room, Lubbock, Texas--Mrs. Agnes Hicks, Manager

Chef's Orchid Inflight Services, Lubbock Municipal Airport, Lubbock, Texas--Mr. Claude E. Brooks, Unit Manager

Based on interviews with the various food service industry personnel and suppliers of food service equipment cited above and extensive research of available literature, certain characteristics appear to be essential for a pilot unit to be used in training mentally retarded in the various areas of food preparation and service.

The pilot unit should:

* be designed and equipped to facilitate the teaching and practice of occupationally relevant capabilities and competencies.

* provide opportunities for students to develop job skills and attitudes through simulated work stations, model food preparation and service settings, and related work settings.

* have movable individual tables and stack chairs which can be arranged for large and small group discussions and for individual instruction and study purposes.

* have storage space or lockers where students can keep uniforms and independent study materials on which they are working.

* have adequate space and equipment for storing reference books, periodicals, visual aid equipment, and other occupationally related instructional materials.

* have an office for the instructor adjoining the classroom with desk, outside phone service, and record filing cabinets.

Determining the Location of Training Facility and Instructor's Office

In considering the location of the pilot unit within the school setting, it is well to consider easy accessibility for students, resource personnel, delivery service personnel (food products and supplies), and potential customers of the food preparation and service training facility. The instructor's office should be convenient to the classroom but have a corridor entrance so it can be entered with a minimum of inconvenience and disturbance caused by traffic flow.

Space approximately equivalent to two average classrooms (30' x 60') plus some additional storage area would be desirable for the pilot unit and would enable equipping a multi-purpose laboratory that would allow for teaching the mentally retarded students in all the areas of food preparation and service in which they are able to function successfully.

Planning and Equipping the Multi-purpose Training Facility

The local school is expected to furnish adequate facilities for students to train in simulated working conditions, similar to those found in food service establishments. In order to project a practical food preparation and service training setting and to recommend appropriate training equipment for the pilot unit described in this report, researchers on this project believe that the following factors must be considered:

* number and characteristics of students to be trained
* number and diversity of occupational areas or specializations to be taught, including specific behavioral objectives, functions to be performed by trainees, and types of experiences necessary for training.
* number and types of individuals to be served, types of food service and the menu offered
* size and location of the school district in which the pilot unit is established.
* needs of the employment community and availability of qualified food service industry resource personnel
* accessibility of supporting staff within the school system (guidance and counseling, related vocational education teachers, special education staff)
* plans for future expansion of the training program

The more extensive the curriculum, the more specialized the equipment and facilities must be. Regardless of the size of the pilot unit, the following activity areas should be provided:

1. Receiving and storage of food products and supplies--walk-in coolers, reach-in units, dry food storage, bread storage
2. Food preparation--griddle, broiler, fryolator, exhaust equipment, sandwich unit, toaster, ovens, fountain service equipment, utensils, measuring equipment

3. Food service--cold drink dispensers, hot drink equipment, dish storage, bussing items, set-ups, mock-up for snackbar, counter, table, and booth service, ware (dishes, silver, etc.)

4. Waste Disposal, maintenance of sanitation and cleanliness--dishwasher, sinks, disposal, bus carts, pot sink, mop sink, student locker/lavatory area

In attempting to determine the ideal facility layout for the pilot unit, researchers concentrated primarily on fast-food operations, such as snackbar/carryout service, drive-ins, coffee shops, and small cafeteria type operations. Much of the equipment will be just as appropriate for full-service restaurants; however, full-service restaurants may require additional equipment which is not presently adaptable for this pilot training program.

Equipment suggested for this pilot unit is adaptable for training: warewashers, short-order cooks and/or cook's helpers, kitchen helpers, waiters/waitresses, busboys/busgirls, soda dispensers and helpers.

Pages 32 to 38 present a detailed model layout and equipment list developed by Mr. Orland Harger, experienced food service operator and owner of Food Service Equipment and Supply Company in Lubbock, Texas, in cooperation with Mr. Bill McCarroll, Program Chairman for Lubbock Restaurant Association, and the researchers on this project.

This layout is being recommended for the pilot unit because it incorporates many innovative ideas to insure flexibility, safety and sanitation. Mobile equipment is proposed, in so far as possible, to utilize the space with maximum efficiency in a variety of training settings, promote training and practice in sanitation and food preparation techniques, give freedom in positioning and reorganizing equipment into other feasible work stations.

The layout has been planned to include:

* Instructor's office area with observation window

* Portable work tables and food preparation and equipment centralized into a food demonstration/production area with polished stainless steel overhead mirror having adjustable knob for full view of demonstrations by students. This area may be used to demonstrate and practice food preparation principles, safety procedures in using cutlery and quantity equipment, techniques and procedures for saving time and energy in food preparation, procedures in sanitary handling of food, and cleaning of work surfaces and cooking equipment

* Fully equipped kitchen and fountain service to be used in preparing specific types of food in appropriate quantities for serving individuals and/or groups and practicing use and care of quantity equipment

* Areas in which to serve food in a variety of food service settings--counter service, table service, and booth service (seating capacity--minimum of 30 persons), including cash register

* Refrigeration and dry storage areas to be used in storing food, food products, and supplies needed for teaching, preparing and serving

* Area for class discussions, reading, viewing films, working in large and small groups, and studying individually

Since sanitation is an important component of the food preparation and service training program, the following auxiliary areas are included:

Locker room for boys, complete with locker areas, bench, urinals, lavatories, and showers

Locker room for girls, complete with locker areas, bench, commodes, lavatories, and showers

Entrances to these locker areas provide double doors as required by law for any food service establishment.

The following additional suggestions have been utilized in designing the model layout for this pilot unit:

1. Cooking equipment is to be installed in island arrangements with lockdown casters and Quick-flex gas lines which have disconnect couplings for safety and mobility of equipment.

2. Exhaust hoods are to be provided over cooking equipment with lights and filters, as well as fire safety equipment, installed as recommended by Underwriters Laboratories.

3. Venting equipment is to be installed above dish machine.

4. Work tables and racks are to be mobile, where feasible.

5. Utility shut-off devices shall be adjacent to all equipment.

6. Local utility companies should be called in for inspection and approval of all equipment after installation.

7. Custodial areas should be equipped with hot and cold water for sanitary maintenance.

8. Maximum open areas are to be provided for control and supervision of students by the instructor and aide.

The training setting also is arranged and designed to contain study tables and chairs, bookcases, chalkboards, bulletin boards, filing cabinets, and teacher's desk. Adequate supplies and instructional materials--reference books, manuals, bulletins, charts, etc.--for food service training should also be provided. Since audio/visual input is essential in a successful training program designed for educable mentally retarded students, certain equipment is recommended to accomplish this goal:

16 mm. audio projector with stop action

Filmstrip projector

Carosel Slide Projector

Overhead projector

Tape recorder

Record player

Portable chalkboard/bulletin board

Pulldown or portable screen

Closed circuit television

Planning and Equipping Instructor's Office

Due to the nature of the instructor's responsibilities within the context of the pilot unit, the following considerations are essential in equipping the instructor's conference/office area:

* adequate space for comfortably seating 2-3 people, allowing for communication during conference periods with instructor/student/aide and/or instructor/ student/ parent, etc.

* visibility of the classroom in three directions

* telephone with connections for outside calls

* ample filing equipment

* appropriate desk space and a typewriter

* some storage space for audiovisual equipment and book shelves

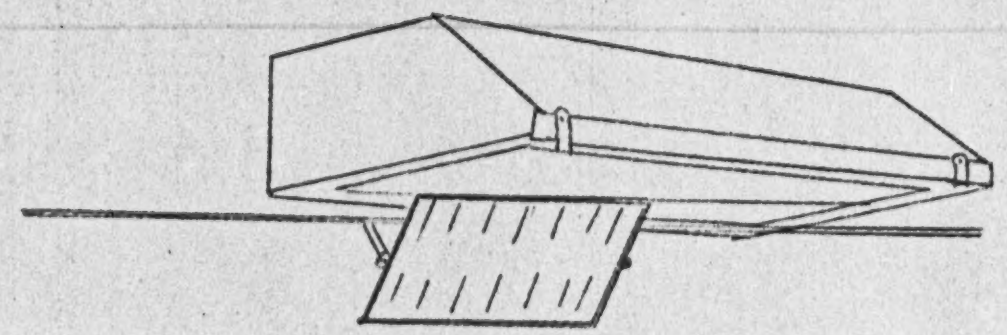
Sources of Equipment

Cost estimates and equipment specifications for the model layout will be projected in the Budget Section of this report. It is noteworthy that further exploration and probing of various suppliers of equipment might reveal a readiness on the part of some to loan or donate equipment for the pilot unit for training educable mentally retarded in food preparation and service. Some interest has already been stimulated by researchers on this project for participation by certain fast-food service equipment manufacturers.

LAYOUT OF FOOD SERVICE EQUIPMENT FOR PILOT UNIT

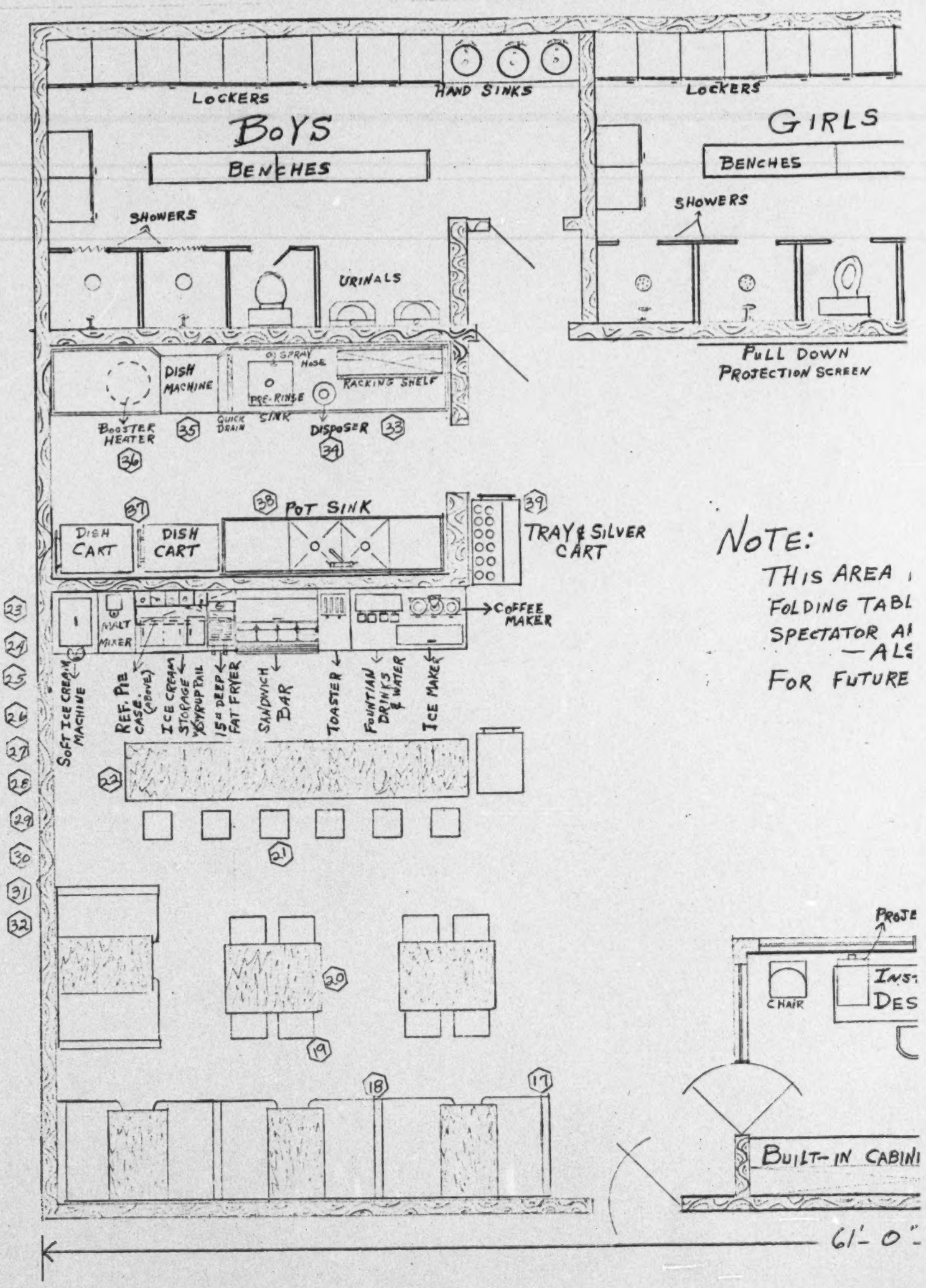
TRAINING MENTALLY RETARDED IN THE AREAS OF FOOD PRESERVATION

AND SERVICE



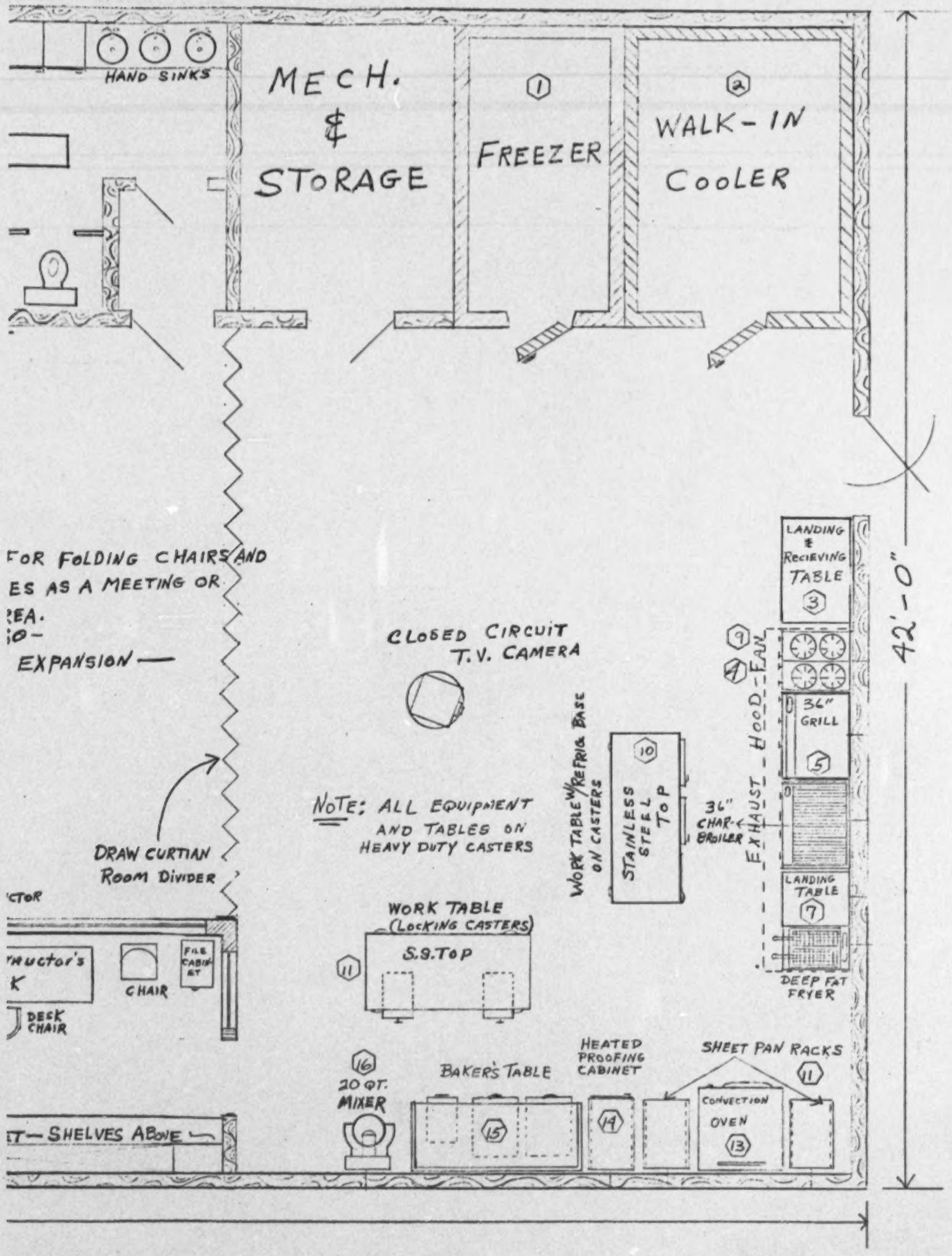
12FT HOOD WITH 24"X48" SLIDING TILT MIRROR OF POLISHED STAINLESS STEEL.
PURPOSE:- ALLOWS ALL OF CLASS TO OBSEVE FOOD PREPARATION.

DRAWINGS BY
FOOD SERVICE EQUIPT. & SUPPLY CO.
1222 - AVE "O" - LUBBOCK-TEX
ORLAND HARGER
PLAN #1 - 5-14-71



NOTE:

THIS AREA
FOLDING TABL
SPECTATOR AI
— ALS
FOR FUTURE


HAND SINKS
MECH. & STORAGE
1
FREEZER
2
WALK-IN COOLER
FOR FOLDING CHAIRS AND
ES AS A MEETING OR
EA.
O-
EXPANSION
CLOSED CIRCUIT T.V. CAMERA
NOTE: ALL EQUIPMENT AND TABLES ON HEAVY DUTY CASTERS
DRAW CURTIAN ROOM DIVIDER
CTOR
HRUCTOR'S K
CHAIR
FILE CABINET
DESK CHAIR
WORK TABLE (LOCKING CASTERS)
S.S. TOP
11
WORK TABLE W/REFRIG BASE ON CASTERS
STAINLESS STEEL TOP
10
LANDING & RECIEVING TABLE
3
9
4
HOOD-EXHAUST-FAN
36" GRILL
5
36" CHAR-BROILER
LANDING TABLE
7
DEEP FAT FRYER
42'-0"
16
20 QT. MIXER
BAKER'S TABLE
15
HEATED PROOFING CABINET
14
SHEET PAN RACKS
11
CONVECTION OVEN
13
T-SHELVES ABOVE

EQUIPMENT LIST FOR PILOT TRAINING UNIT [1]
(Keyed to Layout on preceeding pages)

Item	Quantity	Description
1	1	Walk-in Box - Freezer, 5' x 10', W/compressor & coil
2	1	Walk-in box - Medium Temp. 8' x 10', W/ compressor & coil
3	1	Landing Table, SS Top, Galv. Undershelf, 5', W/locking casters
4	1	136-5 Range W/4 burners & over base. Nat. Gas Locking Casters, Montague Company or equal. Quick Disconnect
5	1	36" Grill, 3/4" thick top on base, Nat. Gas, W/locking casters and Quick disconnect
6	1	36" Char-Broiler, on stand, Nat. Gas, W/locking casters and Quick disconnect
7	1	Landing Table, 24", SS top, Galv. Undershelf, W/casters
8	1	Deep Fat Fryer, Nat. Gas W/Quick disconnect, locking casters, 35# fat capacity, Frymaster MJ35 or equal
9	1	Exhaust Hood, SS, 12' x 48", to be 6'4" off floor, box type W/filters full length, duct, rain proof curb and exhaust fan, 2 speed
10	1	Work Table, 6', refrigerated base self contained, 2 doors in base, 115 volt, 1 phase, on casters, W/16 ga. SS top, Koch J-2 or equal
11	1	Work Table, 6', 16 ga. SS Top, 2 drawers, casters
12	2	Carts for 18" x 26" Sheet Pans, aluminum W/casters #5910
13	1	Double Convection Oven, SS Front, SS Liners, Nat. Gas, on locking casters, W/Quick disconnect

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1 Equipment list furnished by Orland Harger, Food Service Equipment & Supply Company, Lubbock, Texas.

Item	Quantity	Description
14	1	#5951 Heated Proofing Cabinet, 115V, 1 Ph, on casters
15	1	Bakers Table, 6', SS Top, Splash on back and ends, Galv. base, 2 roll-out bins, 3 drawers, on locking casters
16	1	20 Qt. Mixer on stand w/locking casters, standard accessories, dough hook, salad attachments, complete
17	4	Booths, single, w/solid base, springs and foam in seats and backs, Hardwood frames, Encore grade Naugahyde
18	2	Booths, Double, Same as above
19	8	Stack Chairs, #ST-90 dura-chrome or better, Encore Naugahyde or better
20	6	Tables W/bases, 30" x 42" x 1-1/2" formica top and self edge, #203 base or better
21	6	Counter stools W/backs, chrome columns, Encore Naugahyde or better, foam in seats
22	1	Custom Counter, 12' x 2', Formica top and front
23	1	OT Model 9 Bunn-O-Matic Coffee Maker, W/2 holding burners
24	1	Ice Maker w/drink head, 350" flake ice daily, Ice-O-Matic #654-48 or equal
25	1	#4048 Sandwich Bar or equal, refrigerated
26	1	ID3 Toastmaster 4 slice toaster, 115v, 1 Phs. or equal
27	1	Dry Fountain w/syrup rail, 3 pumps, ice cream storage
28	1	Landing Table, 18" x 32", SS top, SS undershelf, Adjustable legs, 36" high, custom made
29	1	Malt Mixer, 1 spindle, Hamilton Beech or equal
30	1	Soft Ice Cream Machine, single head, Freeze-King Co., Model N-925-SW or equal

Item	Quantity	Description
31	1	48" Pie Case, Refrigerated Wall mount (above sandwich unit)
32	1	Custom Dish Tables, (Soiled and Clean) #302 14 Gage SS, W/46" long racking shelf, 18" disposer cone welded in top, pre-rinse sink, pre-rinse spray, 4" x 4" quick drain, 8" back splash, 2" NSF return to wall
33	1	1 HP Disposer and cone W/control kit
34	1	AM9-T2 Hobart Dish Machine or equal
35	1	B-180A A. O. Smith Booster Heater, Nat. Gas or equal
36	2	Bus Carts, Heavy duty, SS, W/casters
37	1	Pot sink, 2 compartments, 24" x 24", w/2 integral welded drain tables, 24" x24", #302 - 14 ga. SS, W/6" faucet
38	1	Cart--for trays, silverware and napkins, on casters

VI. AREAS OR SPECIALIZATIONS TO BE EMPHASIZED

Since this curriculum will use an interdisciplinary approach, guidelines only will be furnished. The vocational education, special education, food preparation and service personnel from academic and counseling areas, and administrators will combine their thinking to develop curricula and instructional materials to provide a comprehensive program meeting needs of employers and employees. The researchers of this project have contacted people in the above mentioned disciplines and propose the following areas or specializations for the pilot unit proposed in this project:

I. Warewashing

II. Bussing - bus boys and bus girls

III. Food service

- A. At counters
- B. Take-out
- C. Tables and booths

IV. Sandwiches

- A. Bun type (hamburgers, hot dogs, etc.)
- B. Sliced bread (cold or toaster)

V. Deep fat frying

- A. Potatoes
- B. Onion rings
- C. Shrimp, fish and chips
- D. Doughnuts

VI. Beverages

- A. Hot - coffee and tea
- B. Cold - tea and milk

VII. Soft ice cream and fountain service

A. Soft ice cream

B. Sundaes

C. Shakes

D. Carbonated drinks

VIII. Health and Grooming

IX. Sanitation and safety

X. Clean-up

A. Refrigerators, ranges, floors, walls, etc. (Janitorial - Restrooms)

B. Garbage cans and outside storage area

Some general topics not included in specific areas need special attention or review. These should include:

1. Ability to get to and from work - a knowledge of public transportation and/or a driver's license

2. Social skills - telephone etiquette, meeting people, get along with fellow workers.

3. Job responsibilities - prompt, can tell time, use an alarm clock, punch a time clock, is mindful of character qualities of honesty, truthfulness and responsible care of the employer's properties

4. Knows how to apply for a job

5. Knows whom he can call upon for help or advice (TEC, school personnel, vocational laison, etc.)

6. Is able to manage his personal finances in a responsible way

Much of this material is covered in pre-vocational training but needs to be reinforced as the student enters the world of work.

Functional math and other academics should be added in the curricular areas when and as they are needed. We do not propose labelling the academic subject by name (math, reading, English, etc.) as special areas but rather, making them functional activities directly related to the job. The special education consultant member of the team could be of assistance here.

In as much as the necessary equipment is proposed for the pilot unit, additional curriculum units covering the preparation of convenience foods, breads, pastries, and salad making will be developed as the training program progresses.

The program should be of sufficient length to permit the student to develop skills which will enable him to enter the food service industry in a productive capacity upon completion of the training program. Special effort should be made to motivate the student so that he will continue to develop food preparation and service skills to the limit of his capacity.

VII. THE CURRICULUM

There are vast individual differences in ability even among pupils in classes for the mentally retarded (EMR). The curriculum should not stifle ingenuity on the part of the teacher or his recognition of the uniqueness of his own teaching situation.

This curriculum is proposed after examination of curricula developed and used in a number of food preparation and service programs, some of which are:

1. Developing a Hospitality Program in High Schools as suggested by the Council on Hotel, Restaurant and Institutional Education (CHRIE)

2. Vocational Training and Employment of the Mentally Retarded as food service personnel as developed by Economics Laboratory

3. The Lynchburg Training School and Hospital Program in Lynchburg, Virginia

4. Sanitary Food Service from the Departments of the Army, the Navy, and the Air Force

5. Vocational Food preparation and service programs in public schools of Texas and Missouri

6. Some commercial programs and suggestions from Landshire, Swift and Company, Ralston-Purina, General Mills, Armour and Company, Coca-Cola Company, Carnation Company, Pioneer Natural Gas Company

7. Review of the Stride Inc.and Marriott Corporation training program

8. Direct consultation with representatives of the Texas Restaurant Association

9. Conference with a number of local owners and operators of a variety of food preparation and service businesses, some individually owned, some of the "chain" or franchised type operation.

10. Types of on-the-job training in food establishments from Manpower Administration Survey and Pope's Cafeterias.

Consideration was given to availability of career jobs for students completing the program, both at the local level and in projections by State Employment Commission, Manpower Administration, and the Texas and National Restaurant Associations.

The training should be open-ended so that the student may remain in class until trained in phases of employment skills and social competence to the highest level of his ability and interest. This curriculum offers dual opportunities. Business can solve a serious problem and a group of individuals can become self-supporting and self-respecting citizens.

The areas to be covered are proposed for the initial program with flexibility built in for expansion to other areas of food preparation and service as the training needs develop.

Resource Materials

A search for audiovisual and other teaching materials revealed that there is a very limited amount of commercially prepared audiovisual and printed material in the area of food preparation and service developed specifically for use with mentally retarded youth. Interest in such a program, however, has produced some excellent material and more appears to be forthcoming. The researchers believe that good use can be made, however, of the more prolific amounts of material designed for those not academically handicapped by adapting and modifying the vocabulary in the printed work-test materials and using records and tapes to record material in more simplified language.

A number of free or low cost audiovisuals are readily available for use in this pilot project through the National Restaurant Association and its Texas and local affiliates. Many of these are produced by other firms in cooperation with the National Restaurant Association, thereby, insuring accuracy of content and minimizing advertising of individual products.

The following audiovisual materials were previewed by the researchers on this project and are suggested for possible use in the various subject areas within this pilot program:

1. Warewashing:

   a. Economics Labor tory, Inc., St. Paul, Minnesota 55102
      Washing Is My Dish, filmstrip, commentary, student materials., free loan

   b. National Education Media, Inc., 3518 West Cahuenge Blvd., Hollywood, California 90028.
      Mr. Dish Machine Operator, 16 mm. film with teacher and student materials. Purchase price: $115.

2. Bussing
   a. National Education Media, Inc., 3518 West Cahuenga Blvd. Hollywood, California 90028
      Mr. Bus Boy, 16 mm. film, with teacher and student printed materials. Purchase price: $115.

3. Food Service
   a. National Restaurant Association, Educational Materials Center, 1530 Lakeshore Drive, Chicago, Illinois 60610
      The Smart Waitress, a four part sound-filmstrip program. $59.50 set

   b. Merchandise Film Production, 419 Fourth Avenue, New York 10025
      Sure Cure for the Luncheonette Service Blues, filmstrip/record ,$15.

   c. Carnation Company, 5045 Wilshire Boulevard, Los Angeles, Calif.
      Serve 'Em Right, filmstrip/record , free loan

   d. Coca-Cola Company, P. O. Box 7186, Dallas, Texas 75206 . $55 for series of 5.
      1. Take a Giant Step, filmstrip/record
      2. Meet a V.I.P., filmstrip/record
      3. The Way the Cookie Crumbles, filmstrip/record
      4. The Right Formula for Success, filmstrip/record

   e. Continental Films Production Corp., 2320 Rossville Blvd., Box 6543, Chattanooga, Tennessee 37408
      1. The Counter Code, filmstrip/record
      2. Ladies and Gentlemen in Waiting, filmstrip/record
      3. Behind the Line, filmstrip/record

4. Soda Fountain and Ice Cream

   a. Carnation Company, 5045 Wilshire Boulevard, Los Angeles, Calif.
      1. The Big Dipper, filmstrip/record n.c. on loan
      2. Full House, filmstrip/record
      3. The Sweet Buy and Buy, filmstrip/record

   b. Continental Film Production Corp.,2320 Rossville Blvd., Box 6543, Chattanooga, Tennessee 37408
      1. The Counter Code, filmstrip/record

5. Frying

   a. National Education Media, Inc., 3518 West Cahuenga Blvd., Hollywood, California 90028
   Deep-Fat Frying, 16 mm. film, printed material for teacher and student. Price: $115.

6. Grooming

   Armour-Dial, Inc. Aucutt Road, Montgomery, Illinois 60538
   Good Looks Here and Now, 16 mm. film (available on free rental from Modern Talking Pictures Distribution Center)

7. Sanitation
   a. Continental Films Production Corp., 2320 Rossville Blvd., Box 6543, Chattanooga, Tennessee 37408
   It Can Happen Here, filmstrip/record

   b. National Educational Media, Inc., 3518 West Cahuenga Blvd. Hollywood, California 90028
   Diningroom Sanitation, 16 mm. film/printed material for teacher and student. Price: $115.

8. Safety

   a. Continental Films Production Corp., 2320 Rossville Blvd., Box 6543, Chattanooga, Tennessee 37408
   Accidents Don't Happen, filmstrip/record

   b. Education Materials Center, National Restaurant Association
   Work Smart--Stay Safe, sound filmstrip and twelve posters $14.95 complete

9. Management

   a. Coca-Cola Company
   Write Your Own Ticket, filmstrip with record (price included in 3.d.)

10. Occupational Education

    Eye-Gate Inc. (available for examination at Region XVII Educational Service Center)
    a. The Waitress, filmstrip with tape cartridge or record
    b. The Interview, filmstrip with tape cartridge or record
    c. The School Cafeteria Worker, filmstrip with tape cartridge or record

NOTE:
Prices quoted are 1970-71 figures and are subject to change.

Slides and transparencies should be made as the pilot program progresses. These would be particularly useful in future classes.

The researchers found no workbooks suited to the total program; however, they did find parts of some that should prove useful in the pilot program. It is suggested that for the pilot program a teacher's reference unit be compiled with the hope that a student workbook or work-text may evolve as the program progresses. Materials collected by the researchers during the planning phase of the project are being retained and will be made available for use with the pilot program.

The following printed materials were reviewed and found to have relevant information and guidelines as resource materials for vocational and academic teaching aids. The materials available for examination at the Region XVII Education Service Center, Lubbock, Texas, include:

a. How to Hold Your Job. Fudell and Peck, Teacher's edition and student workbook. John Day Company, New York. (vocational proficiency)

b. Teen-Agers at Work. Frank E. Richards Publishing Company, Phoenix, New York. Has useful sections on doughnut shop workers, cafeteria workers, telling time, and grooming.

c. Turner-Livingston Communication Series. Follett Education Corp., general social skills.

d. Turner Career Guidance Series. Follett Education Corp., Workbook with sections on starting a job and holding a job.

e. Better Living. Gary D. Lawson, Elk Grove, Calif. Workbook on human relations

f. Safe and Sound. Gary D. Lawson, Elk Grove, Calif. Worktext with information on accident prevention and first aid

g. Time and Telling Time. Fearon Publishers--worktext

h. Money Makes Sense. Fearon Publishers--good activities with photographs of coins.

i. Preparing for Success in Life. Houston Public Schools, Houston, Texas--a prevocational arithmetic workbook.

j. Everyday Business. Gary D. Lawson, Elk Grove, Calif. Practical aspects of business arithmetic.

These will be particularly useful in reinforcement training.

Materials reviewed at the Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas, and found useful to the pilot project are:

a. Food Service Employee--materials prepared by Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas, and issued by Texas Tech University School of Home Economics in cooperation with Texas Education Agency, Department of Vocational and Adult Education, Division of Homemaking Education, Austin, Texas. Teacher's copy $7.50

b. Professional Restaurant Service by Ellen Harris (McGraw-Hill Company), 1966. Provides basic training in food service (waiter/waitress training), has good visuals throughout context. $5.00

c. Food Preparation by Helen Holmes Andrews (McGraw-Hill Company), 1967. Presents information for all beginning cooks in food preparation and service field, has review questions and student assignments with good visuals. $5.00

d. Training Food Service Personnel for the Hospitality Industry, U.S. Department of HEW, Office of Education, Bulletin No. OE-82018, 1969. Prepared by National Restaurant Association and Division of Vocational and Technical Education of OE). Includes suggested teaching materials and methods for training food service personnel in the hospitality industry. $.65

e. Waiter-Waitress, A Suggested Guide for a Training Course, U.S. Department of HEW, Office of Education, Bulletin OE-87046. Designed for MDTA programs. $.65

f. Quantity Food Preparation--A Suggested Guide, U.S. Department of HEW, Office of Education, Bulletin No. OE-82015. Good basic outline guide for teachers, not for student use. $.65

Other printed materials found from other sources which should be useful as resource materials are:

a. A Program for Vocational Training and Employment of the Mentally Retarded as Food Service Personnel, provided as a public service by Economics Laboratory, Inc., St. Paul, Minnesota 55102. n.c. on loan

b. Food Service--A Distributive Education Manual, prepared by Melvin S. Hatchett, Coordinator, Distributive Education, Jesse Jones High School, Houston, Texas; published by Distributive Education Instructional Materials Laboratory, Division of Extension, The University of Texas, Austin, Texas. Although this is developed as a student assignment book

for Distributive Education students, it would be extremely helpful as a teacher reference in this pilot project since it covers the following topics: size and importance of the food service industry, career opportunities, personal preparation and development, front of house operations, styles of food service, table settings, selling food service, meeting the customer, taking the order, back of house operations, basics of food preparation, kitchen-machine operation, housekeeping duties, food sanitation, prevention of food-borne illnesses, and stockkeeping duties. Developed in cooperation with TRA (1971). Student Assignment Manual $5.00
Instructor's Answer Book 1.50

c. A Coordinated Program of Vocational Rehabilitation and Special Education Services for the Retarded, Massachusetts Rehabilitation Commission, 296 Boylston Street, Boston, Massachusetts. nc.

d. Developing a Hospitality Program in High Schools, by R. L. Almarode. Council on Hotel, Restaurant and Institutional Education, Washington, D. C. 20005. Price: $5.00

e. Sanitary Food Service, U.S. Department of Health, Education and Welfare. Instructor's Guide, 1969 edition. Price: $1.25

f. Being a Food Service Worker (Student Manual--$4.50) and Training the Food Service Worker (Teacher's Manual--$4.50) prepared by Hospital Research and Education Trust, Division of American Medical Association. Available from Robert J. Brady Company, 130 Que Street, N.E., Washington, D. C. 20002.

NOTE: Prices quoted are 1970-71.

SUGGESTED INSTRUCTIONAL TIME BLOCKS FOR TWO TO THREE YEAR COURSE OF STUDY FOR TRAINING THE MENTALLY RETARDED IN THE AREAS OF FOOD PREPARATION AND SERVICE

		Estimated Percentage of Time
I.	Introduction to the Food Service Industry*	3%
II.	Warewashing	15%
III.	Food Service	25%
IV.	Sandwich Preparation	15%
V.	Deep Fat Frying	7%
VI.	Beverages	2%
VII.	Soft Ice Cream and Fountain Service	7%
VIII.	Health and Grooming	5%
IX.	Sanitation and Safety	5%
X.	Clean-up	10%
XI.	Extension of the curriculum to meet the needs and abilities of particular students: a. Convenience foods b. Baked goods c. Salad making	6%

* During the first year, students should receive orientation to the food service industry, the pilot unit work stations, and food service equipment as well as have opportunities to observe workers and work processes of the tasks involved in food preparation and service. Examples and problems drawn from a cross section of the world of work should be incorporated into all phases of the curriculum.

SUGGESTED DAILY SCHEDULE FOR THE PILOT TRAINING PROGRAM

Advisory Period	8:30 - 9:00
Conference Period and Job Assignments	9:00 -10:00
Laboratory a. Demonstrations b. Teacher presentations c. Practice d. Field trips e. Lunch f. Appropriate recreation	10:00 - 2:30
Individual conferences, individual study, and evaluation of day's work	2:30 - 3:30
Instructor's Preparation Period	3:30 - 4:30

I. WAREWASHING

A. SUGGESTED UNITS

1. Operation of warewashing machine (Steps in putting the machine in operation will be made to fit the machine in the laboratory.)
   a. How it works
   b. What it does

2. Bussing
   a. Steps in bussing dirty dishware to warewasher
   b. Methods of unloading bus carts and sorting dishware for warewashing machine (in orderly manner to prevent extra work and noise)
3. Pre-scrapping
   a. Hand method (rubber gloves)
   b. Spray method
   c. Separating paper and trash from food particles

4. Racking dishes
   a. Types of racks
   b. Sizes and kinds of ware to be grouped together
   c. Methods of racking--plates, cups, glasses, silverware (handles of silverware down; cups and glasses inverted)
5. Pre-rinsing

6. Through the machine and out
   a. Filled racks in the machine (Places racks straight on conveyor)
   b. Wash and rinse cycle
   c. Removing racks from machine (takes plates out of rack, leaving cups and glasses--tilt cups and glasses to drain)
7. Stacking and storing the clean dishes
   a. Arrangement for storing (same size and kind together)
   b. Loading bus cart (stacks clean dishes on carts; places cups and glasses in racks on cart)

8. Handling Silverware
   a. Soaking
   b. Racking
   c. Drying and sorting

9. Emptying and cleaning the dishwashing machine

10. Cleaning area around diswasher

11. Cleaning pots and pans
    a. Pre-cleaning (brush off all loose food)
    b. Pre-rinsing (sprays with detergent water
    c. Three types of sinks
       (1) Wash sink--Fill sink 2/3 full, hot water (100-120°) thermometer tested; use accurate measurement of detergent
       (2) Rinse sink--use water temperature (120-140°F.) Thermometer tested, accurate water level
       (3) Sanitizing sink--use accurate measurement of disinfectant

12. Safety procedures
    a. Detergents
    b. Electricity
    c. Broken tableware
    d. Wet floors and/or greasy surfaces
    e. Knives
    f. Burns from hot pans

13. Personal attitude and cleanliness
    a. Hand care
    b. Hair care
    c. Dress
    d. Personal pride
    e. Disposition on and off the job

14. Insect and rodent control
    a. Reasons for necessity of control
    b. Means of control--professional exterminators, insecticides, traps, keeping garbage cans covered, clean outside area, free of trash, foods stored at night

The behavioral objectives of areas to be covered as listed here are not intended to be all-encompassing but are representative of behavioral outcomes desired.

B. Behavioral Objectives

The student:

1. Recognizes water temperatures by reading accurately (within 2°) of thermometers used in warewashing equipment.
2. Names and shows (points out) differences in racks used in washing and storing dishes in the laboratory set-up (dish rack, cup rack, glass rack, silverware rack).
3. Demonstrates ways to scrape dishes according to instructions given.
4. Separates edible and inedible garbage and disposes of it in manner demonstrated by instructor.
5. Explains reasons for scraping dishes, pots, and pans before washing.
6. Places ware in dishwasher racks according to correct procedure (putting like sizes together, cups and glasses turned down, and silverware handles down in their separate racks).
7. Works rapidly but carefully in performing assigned tasks.
8. Fills dishwashing machine mechanism according to steps outlined.
9. Empties dishwasher according to instruction given.
10. Stores dishes and silverware as instructed.
11. Shows willingness to practice good personal cleanliness.
12. Demonstrates ability to clean area around the dish machine, using proper cleaning methods and cleansing supplies.
13. Recognizes how the different valves work in the pot and pan cleaning area.
14. Washes, rinses and sterilizes pots and pans, using detergent and sanitizer correctly in proper amounts.
15. Stores pans and utensils in a sanitary way after air drying.

16. Cleans, lines, and sanitizes food waste containers.

17. Handles detergents safely and stores them away from foods.

18. Applies first aid to detergent burns.

19. Demonstrates safety practices in handling electrical equipment.

20. Explains whom to notify in case of electrical problems.

21. Recognizes chips and breaks in tableware.

22. Disposes of chipped and broken tableware properly.

23. Keeps floor areas clean and dry.

24. Cleans spills immediately

25. Handles knives in a safe manner.

26. Dresses appropriately for work assignment.

27. Practices grooming and personal cleanliness habits acceptable to the work assignment.

28. Uses proper materials and methods in sanitizing equipment.

29. Describes ways that insects and rodents can spread disease.

30. Uses insecticides prescribed for insect control.

31. Sets mousetraps properly in strategic places.

32. Maintains waste disposal area according to sanitary procedures (keeps garbage cans covered, trash picked up and does not leave food out of storage at night).

C. SUGGESTED TRAINING ACTIVITIES

1. Charts showing steps in operation of the dish machine. (Flip charts or mounted on bulletin board)

2. Demonstration of overall operation by a representative of the installation or manufacturing company. (Purpose: to show what the machine does and how it works--orientation to machine.)

3. Breakdown of units discussed with students--handout sheets for student notebooks.

4. Demonstration, review, and practice having students verbalize as well as perform assigned tasks.

5. Visits from a food service and preparation manager to discuss what the employer expects of a warewasher and warewasher's helper. Time for questions and answers will be provided.

6. Demonstration and practice in cleaning the dish machine and the area around it.

D. TRAINING RESOURCES

1. Filmstrip: Washing Is My Dish with accompanying commentary and printed material from Economics Laboratory, Inc., St. Paul, Minnesota 55102. (This is prepared especially for the mentally retarded.)

2. 16 mm. film: Mr. Dish Machine Operator and accompanying instructor's guide and study guides for students from National Educational Media, Inc., 3518 West Cahuenga Blvd., Hollywood, California 90028. (These can be put in student's notebooks.)

3. Large thermometer and charts to teach reading a thermometer (both dial and mercury types).

4. Safety posters (from National Safety Council and insurance companies)

E. EVALUATION

1. Progress sheet for self-evaluation by student.

2. Continuous teacher and student evaluation of job performance as each step is studied.

II. BUSSING

A. SUGGESTED UNITS

1. Appearance and attitude

2. Duties
   a. Before guests arrive
   b. While guests are present
   c. After guests leave

3. General skills required for bussing the table

4. Variety in size of business and requirements of employer affecting statement of duties

B. BEHAVIORAL OUTCOMES OR OBJECTIVES

The student:

1. Maintains neat, clean, and well-groomed appearance appropriate for the job.

2. Displays pleasant and courteous attitude to both guests and co-workers.

3. Works quietly and efficiently in performing assigned tasks.

4. Performs all assigned cleaning work thoroughly.

5. Inspects table appointments for cleanliness and freedom from chips, breaks, spots.

6. Lays table service and linens carefully.

7. Handles glassware, silverware, and dishes in a sanitary manner. (Duties will vary according to type and size of the food business.)

8. Recognizes his duties and performs them satisfactorily:
   a. Replenishes serving station equipment during serving hours.
   b. Fills condiment containers, arranges dishes and silverware in appropriate places.
   c. Removes soiled items from tables and stations to diswashing area and places them in designated area.
   d. Carries loaded trays between kitchen and serving areas.
   e. Sorts, counts and stores utensils at designated places.
   f. Adjusts to changes in assignment to suit needs of employer and emergency situations.)

9. Loads and carries or pushes trays and carts efficiently.

10. Maintains orderliness and cleanliness in the serving area.

11. Evaluates self in performance of bussing duties.

C. SUGGESTED TRAINING ACTIVITIES

1. Handout sheet with duties listed and illustrated for student notebook.

2. Discussion, demonstration and practice of duties, keeping learning experiences few in number at one time.

3. Review bussing procedures often.

4. Pupil evaluation of his own work and that of others performing bussing duties (observation and class discussion).

D. TRAINING RESOURCES

1. Film: Mr. Busboy from National Educational Media
(Vocabulary of student study guide will need to be adapted to ability of students)

2. Food Service Employee, pp. A-205-207.

E. EVALUATION

1. Develop performance check sheet covering following points:
   a. Completes assigned tasks efficiently.
   b. Cooperates with others.
   c. Practices sanitary methods, keeping things clean.
   d. Removes soiled items quietly and quickly to save steps and time, maintaining sanitation standards.
   e. Maintains cheerful attitude toward those he comes in contact with--customers and personnel.

2. Use this check sheet in rating student performance and let student rate his own performance.

III. FOOD SERVICE

A. SUGGESTED UNITS

1. Meeting the public
2. Working as a sales hostess
3. Basic responsibilities
4. How to serve in:
   a. Fountain service
   b. Short-order service
   c. Full course, seated meal service

B. BEHAVIORAL OBJECTIVES

The student:

1. Maintains neat, clean, and attractive appearance.
2. Communicates with customer in pleasant voice and with socially acceptable manners.
3. Gains goodwill with courteous attention to customer--treats him as a guest.
4. Uses tact in dealing with unpleasant situations and displeased customers.
5. Applies suggestive selling techniques to help the indecisive customer make a satisfactory selection and at the same time buy additional items. (For example, if a sandwich and coffee are ordered, suggest an appetizer such as, the delicious onion soup, ice-cold fresh orange juice, or a slice of the juicy apple pie just baked.)
6. Identifies menu prices and something of ingredients in menu items.
7. Practices correct table setting and service techniques.
8. Takes orders accurately and quickly, writing as directed by the instructor and/or employer.
9. Places orders in kitchen as directed for efficient service.
10. Follows appropriate procedures in serving the customer:
    a. Remains alert to customers needs.
    b. Serves food according to direction of management and type of food business.
    c. Removes dishes in prescribed manner.

11. Recognizes duties of bus boy in relation to own duties as sales hostess.

12. Shows improvement in cooperation with fellow workers.

13. Totals check accurately and quickly.

14. Presents check, face down, in manner prescribed by management.

15. Works in quiet, orderly, efficient manner.

16. Defines terms common to duties in food service.

17. Evaluates self in performance of assigned duties, realizing that good performance usually means good tips for the sales hostess.

C. SUGGESTED TRAINING ACTIVITIES

1. Demonstration and practice in the laboratory in simulated commercial environment.

2. Practice in actual food service to patrons of this food preparation and service program.

3. Field trip to a restaurant to eat as a customer, observe and return to classroom laboratory for evaluation.

4. Case studies to analyze effective customer service in relation to tips.

D. TRAINING RESOURCES

1. Filmstrips:

   a. Sure Cure for Luncheonette Service Blues, with record (counter waitress), from Merchandiser Film Production, 419 Fourth Avenue, New York, N. Y.

   b. The Waitress, with cartridge tape or record (occupational education), from Eye-Gate, Inc.

   c. Take a Giant Step, with record (waiter and waitress), from Coca-Cola Company.

2. Film: Dining Room Sanitation, from National Educational Media, Inc. (Dining room sanitation practices)

3. Reference manual: Food Service Employee, from Home Economics Instructional Materials Center, Texas Tech University,pp. A209-A225.

4. Reference manual: Food Service--A Distributive Education Manual, from Distributive Education Instructional Materials Center, University of Texas, pp. 65-122.

5. Reference manual: Waitress Manual, from Sky Chefs, Inc., 605 Third Avenue, New York 10016.

E. EVALUATION

1. Teacher and student evaluation during practice of assignments in laboratory setting

2. Self-evaluation after actual food service to patrons of the training program.

3. Evaluation of performance of waiters and/or waitresses (sales hosts or sales hostesses) in restaurant visited on field trip.

4. Evaluation by local food service manager.

IV. SANDWICHES

A. SUGGESTED UNITS

1. Bun-type--hamburgers and hot dogs
   a. Operation of grill
      (1) Temperature regulation
      (2) Utensils
      (3) Care and cleaning
   b. Preparation of ingredients
      (1) Relish and condiment dishes (mustard, mayonnaise)
      (2) Fresh vegetables (tomatoes, onions,lettuce)
      (3) Meat patties
   c. Cooking and assembling hamburgers and hot dogs
      (1) Accurate measurement of ingredients
      (2) Neat and appetizing appearance of finished product
      (3) Garnishes

2. Sliced bread sandwiches
   a. Orientation in equipment
      (1) Arrangement of sandwich fillings
      (2) Salad dressing and relish containers
      (3) Use, care and cleaning of toaster
      (4) Care and cleaning of equipment other than toaster
   b. Preparation of sandwich fillings
      (1) Meat salad (tuna or chicken)
      (2) Pimiento cheese
      (3) Sliced meat
   c. Assembling sandwiches
      (1) Proportion of filling to bread
      (2) Procedures to follow
      (3) Kinds of bread
      (4) Criteria for judging finished product
      (5) Personal and work habits to promote sanitation and health

B. BEHAVIORAL OBJECTIVES

The student:

1. Follows basic procedures, using appropriate utensils in making sandwiches.

2. Follows directions and recipes accurately to make filling fit the sandwiches.

3. Exhibits some creativity in garnishes.

4. Makes sandwiches with good eye-appeal.

5. Recognizes and practices refrigeration safety principles for good preservation of ingredients.

6. Stores all ingredients properly to insure freshness.

7. Displays neat, orderly, nimble actions and techniques in assembling all sandwiches.

8. Prepares, assembles, and presents eye-appealing and tasty hamburgers and sliced bread, toasted or plain, sandwiches.

9. Identifies several different types of bread used in sandwich making.

10. Develops skill in caring for and cleaning equipment needed to prepare sandwiches.

11. Observes personal and work habits which promote sanitation and protect the health of the customer.

12. Shows evidence of sensitivity toward judging satisfactory taste and eye-appeal in presentation of the sandwich.

C. SUGGESTED TRAINING ACTIVITIES

1. Demonstration
2. Practice under supervision
3. Pictures from magazines, trade organizations, and business advertising
4. Observation
5. Service of sandwiches to selected group of students/teachers/ food production personnel in training center

D. TRAINING RESOURCES

1. Cookbooks
2. Personnel from food preparation field
3. Food Service Employee, pp. A-191, 192, B-89.
4. Food Service--A DE Manual, p. 137
5. Teacher Reference Textbooks:
   Robert G. Haines. Food Preparation for Hotels, Restaurants, and Cafeterias. (Chicago: American Technical Society, 1968 edition), pp. 67-73.

   Lendal Kotchevar. Quantity Food Production. (Berkely, California; McCutchan Publishing Corp., 1966 edition), pp. 108-125.
6. Slides taken from procedures at a business establishment where sandwiches and hamburgers are sold.
7. Opaque projector for pictures

E. EVALUATION PROCEDURES AND REPORTING TECHNIQUES

1. Work progress and production sheet to be made from behavioral objectives listed.
2. Performance evaluated by pupil and by teacher.

V. DEEP FAT FRYING

A. SUGGESTED UNITS

1. Principles of deep fat frying
2. Batter and breading techniques
3. Required temperatures and times
4. Signs of worn out fats
5. Extension of life of fat
6. Characteristics of good quality products
7. Care and cleaning of equipment

B. BEHAVIORAL OBJECTIVES

The student:

1. Recognizes the principles of successful deep fat frying.
2. Describes procedures for deep-fried foods.
3. Follows standard procedures for deep-frying French fries, onion rings, shrimp, fish, doughnuts.
4. Extends life of fat by maintaining correct temperatures, avoiding use of salt or other seasoning while frying, loading fry basket properly, removing sediments promply, and draining foods well to prevent excessive moisture.
5. Evaluates condition and quality of fat used.
6. Reads thermometers and thermostats necessary for control of termperature in the equipment he uses and makes adjustments as indicated.
7. Follows correct procedures in cleaning and filling the frying chamber:
   a. Drains and filters fat daily following prescribed procedures.
   b. Cleans, scrubs, rinses, dries equipment.
   c. Replaces fat as needed.

C. SUGGESTED TRAINING ACTIVITIES

1. Demonstration of deep-fat fryer
   a. Parts of fryer
   b. What it does
   c. How to fill
   d. How to drain and filter fat
   e. Care and cleaning

2. Demonstration and practice in frying potatoes, fresh and frozen

3. Discussion of breading and batters

4. Demonstration of breading and deep fying onion rings, fish fingers, shrimp, using prepackaged breading mix and the following steps: flour, egg wash, then bread

5. Evaluation of finished product based on criteria for judging set up by the instructor and/or food preparation personnel

6. Demonstration of draining and filtering fat and cleaning fryer chamber

7. Practice in breading and deep frying onion rings

8. Practice in deep frying shrimp and fish fingers

9. Evaluation of condition of fat

10. Practice in draining and filtering fat and cleaning fryer chamber

11. Demonstration of frying doughnuts (Dough prepared and cut beforehand)

12. Practice in frying doughnuts

13. Use of automatic timer to secure accuracy in timing the cooking of various items of food.

14. View film, <u>Deep Fat Frying</u> from National Educational Media.

D. TRAINING RESOURCES AND AIDS

1. Demonstration of equipment by person representing manufacturer

2. Demonstration of frying procedures by instructor and/or operator of food service business who specializes in deep fat fying of certain food items

3. Film: Deep Fat Frying from National Educational Media.

4. Food Service Employee, pp. A-199-200.

5. Helpful Hints for Busy Chefs from Swift and Company.

6. A food preparation operator for evaluation of student competency at time students deep-fry in laboratory without help

E. EVALUATION

1. A laboratory period in which each student demonstrates his ability to operate the fryer at correct temperature.

2. The student fries potatoes and one breaded item without aid.

3. The student drains and filters fat and cleans the frying chamber and cleans the area around it.

VI. BEVERAGES

A. SUGGESTED UNITS

1. Coffee and tea

   a. Utensils
   b. Accurate measurement of ingredients
   c. Criteria for judging finished product
   d. Importance of correct temperature
   e. Kinds of coffee makers
      (1) Urn
      (2) Vacuum
   f. How to operate and clean coffee makers
      (1) Urn
      (2) Vacuum
   g. Proper dispensing of hot tea or coffee

2. Cold tea and milk

   a. Operation of dispenser
   b. Care and cleaning of dispensers
   c. Proper dispensing of iced tea and cold milk

B. BEHAVIORAL OBJECTIVES

The student:

1. Operates urn or vacuum coffee maker in efficient, sanitary, safe way.

2. Measures accurately to produce high quality beverage.

3. Dispenses beverage into proper serving container, filling to correct level and exercising care to prevent spillage.

4. Serves hot drinks hot and cold drinks cold.

5. Cleans spilled liquids promptly.

C. SUGGESTED TRAINING ACTIVITIES

1. Demonstration of how the coffee maker, tea maker and milk dispenser work

2. Demonstration of steps in cleaning the urn.

3. Practice in cleaning urn, verbalizing the steps in sequence as they are performed

4. Demonstration and practice in cleaning the vacuum coffee maker

5. Demonstration and practice in making coffee in urn and in vacuum coffee maker

6. Practice in dispensing coffee

7. Demonstration and practice in making and dispensing hot tea and iced tea

8. Evaluation of quality and method of serving of beverages prepared

D. TRAINING RESOURCES

1. Food Service Employee, pp. A-159 to A-166

2. Demonstration by equipment representative

3. Demonstration by representative of firm selling coffee and tea to commercial food preparation and service businesses

4. Brochures from commercial coffee and tea product marketing companies

5. Consultation with salesmen of coffee and tea products (commercial sales) representing Cory Corp., Best Products, Standard Brands, Maryland Club Coffee Company, etc.

E. EVALUATION

1. Performance check sheet based on behavioral objectives

2. Student presents a cup of tasty coffee or tea which he has made in a skillful manner.

3. Students prepare and serve faculty on a "drop-in" basis for three consecutive days.

VII. SOFT ICE CREAM AND FOUNTAIN SERVICE

A. SUGGESTED UNITS

1. Operation of soft ice cream machine
   a. Preparation and serving of two flavors and two specialties of soft ice cream
   b. Care and cleaning of machine
   c. Care and storage of ingredients and utensils

2. Soda-bar equipment
   a. Care and cleaning of equipment
      (1) Ice cream cabinet and lids
      (2) Syrup rail
      (3) Drip plates

   b. Care and storage of counter supplies
      (1) Frozen foods
      (2) Ice cream cones
      (3) Nuts
      (4) Syrups
      (5) Paper containers

3. Operation of soda fountain
   a. Correct dipping of ice cream
   b. Preparation of ice cream sundaes--2 flavors
   c. Preparation and serving of 3 flavors of ice cream sodas
   d. Preparation and serving of 3 flavors of milk shakes
   e. Dispensing carbonated drinks

4. Care, operation and use of ice making machine

B. BEHAVIORAL OBJECTIVES

The student:

1. Demonstrates ability to operate soft ice cream machine.
2. Prepares and serves chocolate and vanilla soft ice cream (in cone; in paper container)
3. Verbalizes and carries out steps in cleaning soft ice cream machine.
4. Stores and cares for utensils and ingredients necessary for operation of machine.
5. Uses sanitary practices in care and cleaning of soda fountain equipment.
6. Identifies pieces of equipment used in making different items and uses them correctly.
7. Names ingredients for sundaes, shakes and sodas.
8. Prepares and serves a minimum of two flavors each of sundaes, shakes and sodas using appropriate ingredients for each.
9. Follows efficient and sanitary procedures in care and storage of counter supplies.
10. Operates and uses ice making machine without supervision.

C. TRAINING ACTIVITIES

1. Visit a Dairy Queen or other soft serve ice cream business for observation and demonstration.
2. Work in pairs in laboratory to learn operation of soft ice cream machine.
3. Show the following filmstrips from Carnation Company, emphasizing these points:
   a. Serve 'Em Right, waitress at fountain
      (1) Bad waitress causes fountain to go broke
      (2) Shows right and wrong way to operate fountain
      (3) Tries the "right" way and gets a medal
   b. The Big Dipper
      (1) Right and wrong way to dip ice cream
      (2) Types of dippers
   c. The Sweet Buy and Buy, fountain waitress
      (1) Buymanship
      (2) Salesmanship

4. Role play:
   Work in small groups dividing the group so half are making soda fountain items while the other half are customers; then exchange roles.

5. Practice in all phases of soda fountain service presented.

6. Show filmstrip/record from Continental Film Production Corp. entitled The Counter Code.
   Emphasize key points:
   a. Builds self-concept related to job
   b. 4 C's: Courtesy Causes Customer Contentment

D. TRAINING MATERIALS AND RESOURCES

1. Filmstrips from Carnation Company
   a. Serve 'Em Right
   b. The Big Dipper
   c. The Sweet Buy and Buy

2. Personnel from soft ice cream service business

3. Personnel from soda fountain business

4. You and Your Job, manual from Sealtest

5. Filmstrip/record from Continental Film Production Corp. The Counter Code

E. EVALUATION

1. Performance check sheet based on behavioral objectives

2. Evaluation team from food preparation and service business

VIII. HEALTH AND GROOMING

The needs of the individuals in the class will determine the extent of this unit. Much information and help has already been presented to these students through special educaion classes. The material covered here should be directly related to food service and food preparation employment.

A. SUGGESTED UNITS

1. Personal hygiene essentials

   a. Cleanliness as the foundation to good grooming
      (1) Clean, well arranged hair
      (2) Clean teeth and breath
      (3) Daily bath, good deodorant, no strong perfume
      (4) Clean, soft skin
      (5) Clean, well manicured nails, neutral polish (if any)
   b. Cleanliness as the foundation to job success

2. Dressing for the job--boys and girls

   a. Appropriate types of clothing
      (1) Suitable wardrobe and/or uniforms
      (2) Comfortable, neat shoes appropriate to the uniform and the task
      (3) Headbands, hairnets or other hair confining gear worn attractively (State and local laws as well as desire of management strictly adhered to)
      (4) Appropriate underclothing, hosiery and socks, and foundation garments
   b. Grooming check-sheets to insure satisfactory over-all appearance

3. Physical and mental health versus personal appearance

   a. Review of legal and managerial requirements regarding carriers of disease, skin abrasions, common cold and other communicable diseases
   b. Relation of proper diet, sufficient rest and general well-being to getting and holding a job in the food preparation and service business
   c. Relation of proper exercise and recreation to good health
   d. Relation of mental attitudes to health and appearance

B. BEHAVIORAL OBJECTIVES

The student:

1. Shows evidence of interest in good personal hygiene habits by continuing interest and improvement.
2. Wears clean, well fitting uniforms, fashionable but not "faddy."
3. Wears clean, good fitting, study shoes with moderate heels in good repair.
4. Wears inconspicuous accessories.
5. Maintains attractive, clean, "scrubbed" looking appearance and remains free of offensive odors.
6. Verbalizes ways he is judged by his appearance--general well-being and grooming
7. Wears clothing that is in good repair and is neatly pressed.
8. Uses check-sheet as a reminder of details in over-all appearance.
9. Points out that clean personnel with clean habits are essential to sanitary food preparation and service.
10. Seeks improvement in general physical well-being and grooming.

C. TRAINING ACTIVITIES

1. Demonstration and practice in care of fingernails
2. Demonstration and practice in washing hands (stressing sanitation)
3. Demonstration and discussion of attractive hair arrangements for both boys and girls (and make-up for girls) suitable for food preparation and service jobs
4. Demonstration on care of uniforms, including pressing and mending
5. Discussion related to films
6. Complete personal grooming and health check sheet (Keep on a daily basis for at least four weeks with some class time provided for this daily.)

7. Visit to class by a waitress who exhibits the behavioral objectives set forth in this unit for a question and answer informal discussion period

8. Charts and posters to emphasize good habits of grooming, cleanliness and health

9. Volunteer-staffed grooming clinic to help students who have insufficient conceptions of appropriate grooming and dress for the work role.

D. TRAINING RESOURCES

1. Filmstrip: Good Health and You, Eyegate Company, available for examination at the Special Education Instructional Materials Center, Region XVII Education Service Center, Lubbock, Texas

2. Filmstrip and record: Good Health Habits--Keeping Clean, Coronet Films, available for examination at SEIMC, Region XVII Education Service Center, Lubbock, Texas

3. 16 mm film: Good Looks Here and Now, Armour-Dial, Inc. Available from Modern Talking Pictures Distribution Center, free rental

4. Representatives of beauty school or beauty shop (girls) and hair stylist or barber shop (boys) for demonstration on hair and make-up

5. Commercial advertising materials from hand lotion, toothpaste and uniform companies (No attempt is made at listing specific sources of these as they are available from so many sources. The Special Education Teacher Consultant will be able to supply much of these materials.)

6. Good Grooming and Health Habits check-sheet (to be teacher prepared to fit the situation but should include items in unit)

E. EVALUATION

1. Response to check-sheets

2. Style-show type presentation to be judged by a panel including a food service manager, a waitress, an administrator, a special education teacher and a counselor with conference for instructor's benefit to follow after class is dismissed

3. Performance-progress evaluation by teacher.

IX. SANITATION AND SAFETY

Sanitary and safe practices will be built into each segment of the curriculum as it develops. This unit is designed to reinforce and review certain general topics requiring special emphasis.

A. SUGGESTED UNITS

1. Personal hygiene
   a. Personal habits--smoking, sneezing and coughing, use of side towels, handwashing
   b. Food-handling habits--handling dishes, silverware, raw vegetables and fruits
2. Proper storage for protection of foods
   a. "Spoilage" range (40 to 140 degrees)
   b. Detection of spoilage in canned, frozen, and refrigerated items
   c. Dry storage to prevent contamination by insects and rodents
3. Sanitation laws pertinent to the job station of the student
   a. Certain regulations must be carried out because there are laws to protect the consumer
   b. Respect for sanitation laws
4. Receiving and storage safety
5. Food serving safety
6. Dish clearing and cleaning safety
7. Floor safety
8. Fire safety
9. Safety rules for using machines, materials, and equipment
10. What to do in case of accidents

B. BEHAVIORAL OBJECTIVES

The student:

1. Identifies ways disease may be spread through careless handling of food and equipment.

2. Analyzes situations in which sanitation procedures have been violated.

3. Evaluates own personal habits of cleanliness.

4. Shows evidence of continuing improvement in health and sanitation habits.

5. Verbalizes that food becomes contaminated through carriers of disease or by those who have infectuous conditions.

6. Identifies symptoms of colds, boils, skin rashes, and other infectuous conditions and does not come into contact with food when these conditions are present.

7. Handles food, utensils and equipment in a sanitary manner.

8. Maintains 40 degree or lower temperatures for food items requiring refrigeration.

9. Maintains hot foods above 140 degrees for serving.

10. Shows, by performance, that foods should not be left between 40 and 140 degrees for longer than a four hour period (cumulative) and verbalizes the reasons for these precautions.

11. Locates fire-fighting equipment and demonstrates its use.

12. Uses adequate and safe ladder when getting materials from storage and/or putting them in storage.

13. Maintains good housekeeping to reduce hazards.

14. Uses safety precautions in handling hot food items.

15. Uses equipment only after being trained in its use.

16. Practices safe usage of equipment in his work station.

17. Wears clothing that is safe for the job he is doing.

C. SUGGESTED TRAINING ACTIVITIES

1. Verbal instructions and demonstrations by teacher.

2. View and discuss cartoons to suggest proper handling of food. (Cartoons may be duplicated on pages for student notebooks.) Adaptations from Food-Service Employee, prepared by Home Economics Instructional Materials Center, Texas Tech University, Lubbock, Texas

3. Field trip to food preparation and service business to see how management plans and carries out work programs to meet health and safety practices and laws

4. Observe poster to show fire exits and location of fire fighting equipment. (Replica on sheet for student notebook.)

5. Study list of safety rules stated in language the trainee can understand with appropriate illustrations for the non-reader, for each training station.

D. TRAINING RESOURCES

1. Filmstrips:
   a. Sanitation--The Unwanted Four, from the National Association, Educational Materials Center, 1530 North Lakeshore Drive, Chicago, Illinois 60610
      Price: $10.00 complete (1970 price list)

   b. Safety--Work Smart-Stay Safe, Ibid.
      Price: $12.50 complete (1970 price list)

2. Charts
   a. Temperature
      (1) Reading thermometer
      (2) Ranges of temperature for fresh and left-over food (refrigerator and dry storage)

3. Pamphlet: From Hand to Mouth, Public Health Service Publication No. 281. Available from U. S. Government Printing Office, Washington, D. C. Price: 20¢

4. Pamphlet: Your Guide to Safety as a Restaurant Employee. Available from American Insurance Association, 85 John St., New York, New York 10038.

5. Food Service--A Distributive Education Manual, pp. 31-62

6. Food Service Employee, pp. A-13 to A-39

E. EVALUATION

1. Work progress and production sheet to be made from behavioral objectives listed

2. Performance evaluated by students and teacher

3. Evaluation by members of local restaurant association

X. CLEAN-UP

This unit is designed to acquaint all students with some of the cleaning tasks performed in areas not usually designated in any single job performance. The researchers feel that all students should know something of this facet of the food preparation and service business and that these skills might be used as a specialty job --utility helper or cleaning and maintenance helper--by some students not academically suited to other jobs. Some of these responsibilities may be linked with other duties of bus boys and warewashers if employed in a small business.

A. SUGGESTED UNITS

1. Cleaning procedures for large equipment
   a. Refrigerators
   b. Ranges
   c. Ice maker
   d. Grills
2. Cleaning procedures for inside the building
   a. Floors
   b. Walls
   c. Restrooms
3. Cleaning procedures for outside the building
   a. Garbage racks
   b. Trash and debris

B. BEHAVIORAL OBJECTIVES

The student:

1. Follows directions for cleaning of large equipment in an efficient and responsible manner.

2. Organizes cleaning materials needed for a given job in an efficient manner.

3. Performs clean-up duties using prescribed techniques and materials.

4. Selects cleaning supplies and returns them to proper storage without help.

5. Exhibits awareness of dirty areas which are unsafe or unsanitary.

6. Demonstrates physical strength necessary to do the assigned task or tasks.

7. Cleans the outside premises to the satisfaction of sanitary codes and the instructor/employer.

8. Demonstrates sensitivity to how "cleanliness" smells.

9. Verbalizes relationship of offensive odors to unsanitary conditions.

C. TRAINING ACTIVITIES

1. Review of basic principles of sanitation and safety

2. Discussion of cleaning supplies and implements

3. Training procedures outlined and practiced (Resource: Economics Laboratories manuals)

4. Field trip to observe outside areas of food preparation and service businesses

5. Rotation of assumption of part of the duties on a daily basis in the classroom laboratory

6. Demonstrations as necessary

D. TRAINING RESOURCES

1. Sanitation of Food Service Establishments--A Guide for On-the-job Training of Food Service Personnel. (Available in both English and Spanish from Economics Laboratories) This training booklet prepared in cooperation with Iowa State Department of Health discusses the basis of environmental sanitation and the procedures to use on various pieces of equipment in the kitchen.

2. Cleaning Procedures Manual, ibid., shows step-by-step techniques for cleaning and sanitizing.

3. Cleaning and Sanitizing Manual, ibid., describes specialized cleaning and sanitizing procedures for equipment used in drive-ins.

4. Food Service Employee, Home Economics Materials Center, Texas Tech Univeristy, Lubbock, Texas, pp. A27-A32; A53-A72; A83-A87; A91-A108.

5. New Self-Teaching Course for Restroom Cleaning, Restaurant Hotel Aids Inc., Loring Building, 1409 Willow Street, Minneapolis, Minn. 55403 Price $3.00

E. EVALUATION

1. Performance check-sheet

2. Check list for physical ability, agility, and endurance as they relate to this unit

3. Health Department official check with advance notice to class

4. Health Department official check without advance notice to class

VIII. RELATIONS TO OTHER SCHOOL PROGRAMS AND PERSONNEL

The success of this demonstration project can insure the continuation and expansion of vocational education programs for the handicapped throughout the state. The effectiveness of this program is dependent primarily on coordination with special education and proven rehabilitation techniques, utilizing the school, vocational rehabilitation, vocational guidance, vocational education, school counseling and industry personnel. The pilot unit should "demonstrate the fruitfulness of an interagency approach to problems that cannot be dealt with by a single agency."[32]

As the researchers participated in the planning of this pilot unit for training the mentally retarded in the areas of food preparation and service, it was continuously evident that close working relationships should be developed between this program and other school programs and personnel. They were cognizant of the fact that selection criteria for existing vocational education programs--Distributive Education, Home Economics Cooperative Education, and Coordinated Vocational Academic Education--at present, prevent the mentally retarded student from functioning in these "normal" classes. In Texas, the programs already in operation provide "in-school" instruction for junior and senior high school students in various food service occupational areas and relate this instruction to actual employment in a food business work station one-half of the school day. School personnel teaching in these areas could provide excellent resource materials and/or serve as resource teachers in certain phases of the pilot training program.

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[33] Mather and O'Toole, op. cit., p. 24.

Once the student nears completion of the training program, he is referred back to the Vocational Adjustment Coordinator and the Vocational Rehabilitation Counselor for placement and follow-up. Relationships of the pilot training unit to the roles of the Vocational Adjustment Coordinator and the Vocational Rehabilitation Counselor will be discussed in more detail in Section IX.

Other states are beginning to explore the effectiveness of such training programs in meeting the needs of the mentally retarded student. The researchers on this project believe that feedback from some of these programs will also be useful to the pilot project as their ideas and suggestions are incorporated with those of the Instructor and Teacher Aide(s) directly involved in the training.

One of the researchers on this project, Mr. Richard W. Martin, has also been involved in the development of a proposed pilot program called Student to Employment Program (S.T.E.P.) at Delmar School in St. Louis, Missouri. A more complete outline of this program is included in Appendix B.

IX. RELATIONSHIPS WITH REHABILITATION AGENCIES AND TRADE ORGANIZATIONS

A tendency exists for occupational training programs to become academic in nature or to lose sight of the reasons for which they were created. To prevent this from happening in this pilot training program, occupational surveys should be incorporated into the development of the curriculum and the operation of the training program. Strong ties should evolve among food service industry personnel, vocational rehabilitation counselors, special educators, vocational adjustment coordinators and representatives of the state employment service on behalf of the students and teaching personnel within the training program.

Trade organizations and public agencies lending support through occupational information and guidelines for such training programs include:

* National Restaurant Association and its state and local affiliates
* American Hotel and Motel Association and its state and local affiliates
* Council on Hotel, Restaurant, and Institutional Education (CHRIE)
* U.S. Department of Labor
* State Employment Service
* State Department of Occupational Education and Technology
* Regional Education Service Centers

According to CHRIE,

> There are many operators of hospitality businesses that have a profound interest in the betterment of their industry and a sincere devotion to the needs of students and the local school system. By initiating a close contact with the industry, the teacher-coordinator or department head can uncover some real interest on the part of industry members....Among other ways,

individual industry members can be helpful by:

* Arranging approved classroom or laboratory demonstrations
* Allowing their operations to be used for field trips
* Serving as a classroom guest speaker
* Providing opportunities for student observation or direct observation by a group.[34]

Through personal contacts with members of the Texas Restaurant Association and Lubbock Restaurant Association, the researchers on this project determined that volunteer personnel will be made available on a rotating basis, as needed, through the local restaurant association to assist in the pilot training program. The local restaurant association could also be invited occasionally to hold monthly meetings in the training facility with the students serving a "specialty of the house," thereby, making the training program and its food preparation and service training known throughout the community.

Once the students in the pilot training unit have achieved competency in one or more areas of the curriculum, they should be recognized for their achievement. They should also be recognized for their over-all achievement upon completion of all phases of the food preparation and service training and/or graduation. Certificates and/or "learner's permits" would serve as incentives for the students and as indicators of competency for potential employers.

The researchers believe that an interim "learner's permit" or "traineeship award" should be issued when the student completes each phase of the training program, such as Traineeship Award for Warewashers. Members of the local restaurant association would assist in the evaluation

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[34] "Developing a Hospitality Program in High Schools," op. cit., p. 29.

of the student's competency on a given job through observation of his performance within the training facility. Officers of the local association would then sign and issue the award (permit) designating their approval of his ability to perform the tasks required on that particular job. This involvement of local restaurant association members in the training process is vital to the success of the pilot program and would aid in the orientation of these professionals to the capabilities of mentally retarded students and effect attitudinal changes toward the employment of these individuals. (This permit has been discussed with representatives of the Lubbock Restaurant Association and is accepted by them as being worthwhile. Their cooperation in the final observation or evaluation has been assured. They believe that any local restaurant association would support this involvement in the training program.)

At this point, it is recommended that a "temporary employment service" be established within the food preparation and service program so that caterers, restaurants, cafeterias, hotel coffee shops, and community organizations would be able to call the training unit for temporary help in an emergency with students gaining experience and being paid minimum or prevailing wages. Generally, these students should have opportunities to try their newly learned skills in the world of work as soon as they are ready to assume these kinds of responsibilities in a new setting. It might be well to consider assigning a practicum as the final phase of the training program with students working at a designated job for a specified number of days. A progress report such as the one used in the Lynchburg training program could

be helpful here (see Appendix C).

Another type of evaluation instrument, the Vocational Adjustment Rating Scale for the Retarded (Experimental Form) developed by Dr.Ralph Song, Professor of Psychology, Wisconsin State University, would be useful during this phase of the training. This Rating Scale has been used effectively with mentally retarded students in various occupational training programs, including food preparation and training. It covers work ability, work habits, and general behavior (withdrawn behavior, aggressive behavior, and bizarre behavior). The author has given permission for this instrument to be used in the pilot training program being proposed in this report.

The San Francisco Vocational Competency Scale is available from the Psychological Corporation. Its purpose is to measure the vocational competency of individuals whose primary disability is mental retardation. This instrument is a 30 item behavior rating scale for mentally retarded adults (age 18 and up)in the IQ range 20-75. It is meant to assess: motor skills, cognitive skills, dependability-responsibility, social-emotional behavior, and actual performance.

As the student reaches the competency level required for completion of the food preparation and service training program and/or graduation an "apprenticeship certificate" or "certificate" of completion should be issued by Texas Education Agency. Proof of work-competency should then be determined cooperatively by the Vocational Adjustment Coordinator and the Vocational Rehabilitation Counselor. The Texas Employment Commission can assist with identification of occupational skill shortages and job opportunities as well as evaluation of the employability of

student trainees at this time. The team efforts of the Vocational Rehabilitation Counselor, Vocational Adjustment Counselor, employer, employment service, and training instructor should continue to be in effect throughout the customary probationary period of "beginning employment" and evaluation follow-up.

In summary, the sequential level of training and approval of employability for students in the pilot program should include:

1. Screening of students selected for the training program, utilizing members of the local restaurant association, vocational rehabilitation agency and school personnel.

2. Training in general areas of food preparation and service, utilizing special education resource teachers, Vocational Adjustment Coordinator, Vocational Rehabilitation Counselor, and members of the local restaurant association.

3. Training in specific areas in which student expresses interest and exhibits ability, such as warewashing, sales hostess (waitress), kitchen helper, salad maker.

4. Recognition of student's performance with permit (award) for each area completed, issued by local restaurant association.

5. Practicum in competitive food service industry work station for approximately one-half of each day for two weeks.

6. Recognition of students who complete the training and/or graduate by issuing a certificate from the Texas Education Agency and the local school.

7. Placement on the job--Students are phased through various jobs and job training stations in local food service establishments to provide broader experiential training background.

8. Placement on a full time job--Final selection of the student's job is determined by the potential employer, Vocational Rehabilitation Counselor, Vocational Adjustment Coordinator, and the student and his instructor in the training program. The instructor has the responsibility to function as a team member during the placement and follow-up.

X. BUDGET

Only broad estimates of approximate costs are given in the suggested budget for the proposed developmental project for training the mentally retarded in food preparation and service. The budget request accompanying an application for approval of a pilot unit would, of necessity, be determined by the school system submitting the proposal. Actual costs for equipping and operating such a program would evolve from the first year of operation of the pilot unit.

Salaries

The salary for the Instructor of this pilot unit would be based on the salary scale for other vocational education teachers. The salary commanded by an instructor trained in the food service industry, however, may require increased outlay of funds. It is conceivable that additional funds for personnel might be secured, for supplementation of the funds requested, through appropriate professional and trade organizations.

The aide(s) would be paid a salary equivalent to other teacher's aides within the school system.

Travel

Sufficient travel funds should be provided to allow the project director and/or the instructor to attend in-service training workshops and to function as liaison team for the training program.

Supplies and Training Materials

Many of the training resources suggested in the section on curriculum may be available through donations or loan, thereby reducing the capital outlay reflected in this proposed budget. It is apparent that through

cooperation of the local restaurant association comparable audiovisuals can be obtained at little or no cost for the pilot project. In addition to audiovisuals and printed instructional materials, the pilot project will need instructional supplies, such as food products to practice with in the food preparation and warewashing operations, detergents for the dishwashing equipment, rental of uniforms and cleaning rags, expenses for student field trips, purchase of miscellaneous kitchen utensils, pads of guest checks, and film for making slides of various food preparation and service processes. Instructor's memberships in the National Restaurant Association, American Motel and Hotel Association, and/or other professional and trade organizations are also pertinent to the training program. Instructional manuals and other consumable items should be secured for the pilot unit.

The Audioscan with tape cartridges and complete self-instructional program being developed by Stride, Inc. of Palo Alto, California, should be investigated further for possible field testing in the pilot project since these materials are still in the production stage and will be ready for distribution in the next few weeks. Conversations have already begun along these lines between the researchers on the planning project and the materials specialists for Stride, Inc.

Equipment

Capital outlay for equipment is a major factor in the success of the training program. The proposed equipment has been itemized in the section on Training Setting and Equipment and is a one-time expenditure with only minor additions as the training program progresses. While the approximate cost of equipping the pilot unit is given, in an actual bid situation these price estimates might conceivably be greatly reduced. It is highly possible that equipment will be loaned and/or donated by manufacturers,

such as those referred to in Section V. Costs for plumbing and electrical work must also be considered.

Communication

Allowances should be made for telephone and postage to enable the instructor to communicate with those who are essential to the success of the project.

SUGGESTED BUDGET FOR THE INITIAL OPERATING YEAR OF THE DEMONSTRATION PROJECT FOR TRAINING THE MENTALLY RETARDED IN FOOD PREPARATION AND SERVICE

Salaries	
Instructor (full time on 10 month basis)	$7,300.00
Teacher's Aide (8 hours daily @ $2.00 per hour on 10 month basis)	3,500.00
Travel	
Trips for in-service meetings, and conferences, and liaison of the project~~or~~ director and/or instructor	750.00
Supplies and Materials*	
Reference and instructional materials, including audiovisuals	1,000.00
Training materials for food preparation and service	1,250.00
Equipment	
Based on itemized list in section on Training setting and Equipment	31,000.00
Communication	
Watt line calls	150.00
Postage	50.00
TOTAL BUDGET (Estimated)	$44,250.00

* This cost figure would be greatly reduced after the initial year of operation. Major cost items during this period include the supply of instructional materials and training resources, detergents for ware-washing and initial stock of food products for the training program. Some return on investment in food products will result when meals are prepared and served to paying guests.

APPENDICES

A. Brief Description of Lynchburg Training School and Hospital Food Preparation and Service Program

B. Outline for Proposed Training Curriculum for the Student To Employment Program--S.T.E.P.

C. Lynchburg Progress Report

APPENDIX A

BRIEF DESCRIPTION OF LYNCHBURG TRAINING SCHOOL AND HOSPITAL FOOD PREPARATION AND SERVICE TRAINING [1]

Lynchburg Training School and Hospital in Lynchburg, Virginia, "has probably the only such training program now on a continuing operational basis in the food service field."

Training Program for Kitchen Helper-Dishwashers:

* Selected 12 young men with 4th and 5th grade reading levels to enroll in first training program; 8 completed training, 7 had jobs waiting at graduation and the other 1 was placed shortly after graduation.

* Provided four months of intensive training by 2 full-time instructors:
  a. Two months--all about warewashing: how to load machine for best washing efficiency, type of detergent appropriate to each job, procedures to follow for machine cleaning and maintenance
  b. Two months--All facets of short-order work: names of all kitchen utensils for what jobs, how utensils should be handled, how salad and sandwiches are prepared

* Taught by constant repetition--slides and training films were used to emphasize right and wrong ways to handle equipment and food for proper sanitation and safety (often needed to show films and slides as many as 10 times to do the job)

Training Program for Waitresses

* Selected 12 girls in late teens and early 20's to take first training program; 9 completed training with 8 now gainfully employed

* Selected 24 to participate in second training program group

* Provided nine months training in table set-ups, food service, table clearing, bill writing, patron relations (Most difficult concepts to teach were menu-reading, making out guest checks, making change. Those who could not read, work with numbers on the menus until they can associate entree and dessert names with the numbers.)

* Taught by constant repetition--in special dining room adjacent to schools' cafeteria style main dining hall

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[1] "Efficiency, Stability Scored by Mentally Retarded." Institutions Magazine, February, 1969, pp. 82-84.

APPENDIX B

Outline for Proposed Training Curriculum for the Student To Employment Program - S.T.E.P. - in Food Preparation and Service - Emphasis on Fast Convenience Foods and Equipment Operations

Prepared by

Richard W. Martin
Research Assistant for Texas Tech University
and
Instructor for the St. Louis Board of Education
Delmar School - Special Education

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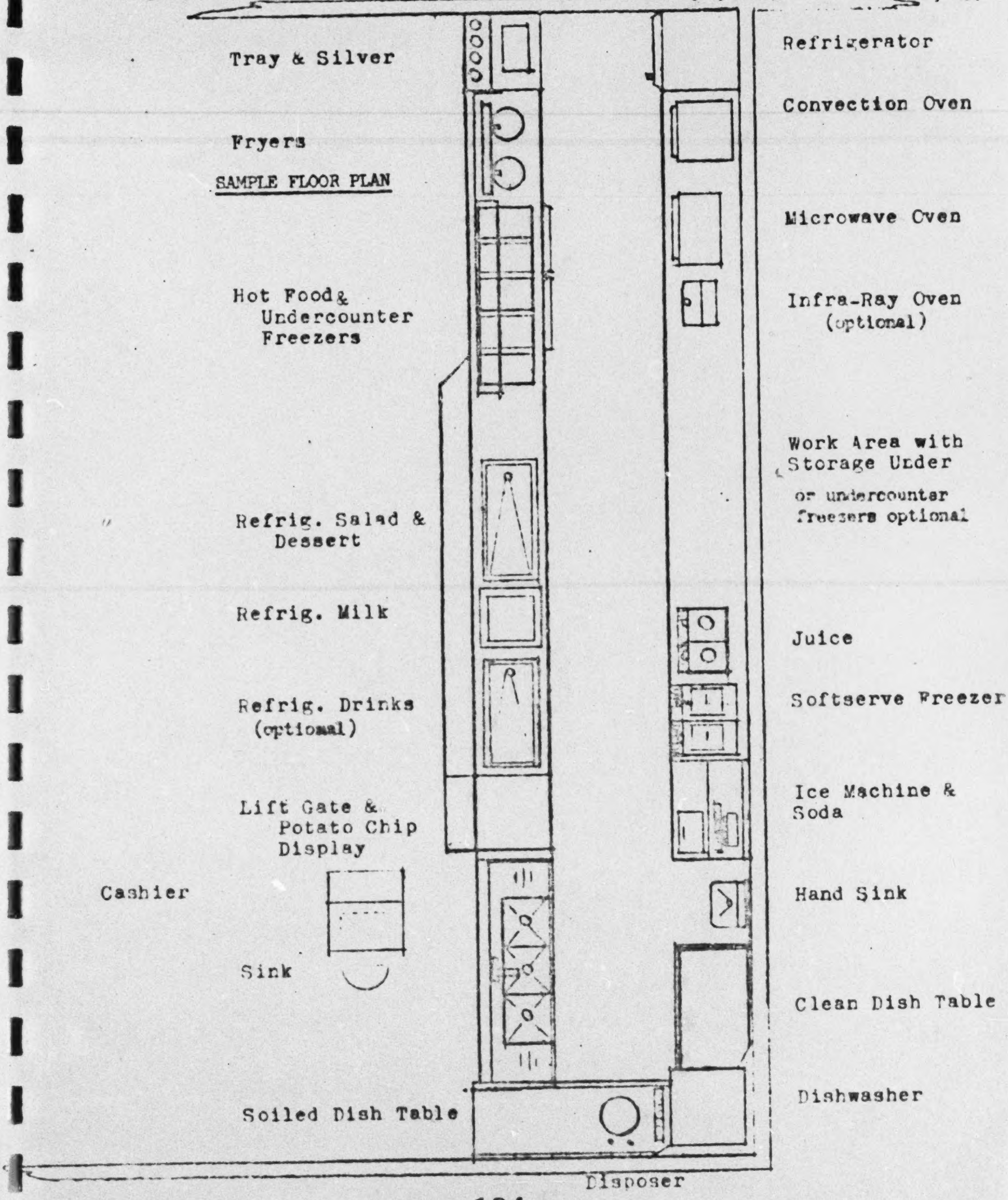
Prepared thru the courtesy of Richard Spener, Fastfood Equipment, Ins. - St. Louis, Mo.



PREFACE

The decade of the 70's will see increased emphasis on pre-vocational training for the handicapped. These programs must be developed to meet a wide variety and range of different learning abilities. The area of concern in this proposed training curriculum is food preparation and service, with particular emphasis on the fast convenience foods and equipment operations.

In the past, the food service industry has been an area of employment for the handicapped. But, the industry has hired them not because of outstanding skills, but, willingness to work at a lower pay scale than what other businesses and industries would pay.

It is the author's conviction that education and the food service industry can develop training programs to benefit each other's needs from resources already available that require only assimilation and adaptation. Such training must take the industry's requirements and translate them into workable classroom learning concepts. The best guidepost found to follow for leadership in the development of this proposed training curriculum is the report completed in June, 1970, for the Office of Manpower Research of the U.S. Department of Labor. The complete report, entitled "A Study of Career Ladders and Manpower Development for Non-Management Personnel in the Food Service Industry," is the result of a study made with the cooperation of the National Restaurant Association and it represents the type of collaboration of education-government-industry that we are working to develop in Texas through the Texas Tech University, Texas Education Agency and Texas Restaurant Association, for

the development of this proposed training curriculum and the needed teacher training program to implement it into the education mainstream of Texas.

Finally, the additional collaboration with the Board of Education in St. Louis, Missouri, on their Student To Employment Program or S.T.E.P. opens the door to an inner city school system with unique educational problems that require the sharing of this proposed training curriculum to prove the validity under all types of classroom situations. Finally, although this curriculum is under development in one particular geographical locale, strong consideration of the report mentioned above as reviewed in the August and November, 1970, issues of the Cornell H.R.A. Quarterly, quotes or references to it will be used extensively to reinforce specific points stressed in this curriculum.

INTRODUCTION

This curriculum was prepared for Levels IV and V Educable Mentally Retarded, CA 14-18. It is developed with both the Academic and Practical aspects of training built into it. The Academics will stress the essentials of Math, Science-Health, Language Arts-Social Science Studies that best relate to preparing the student for employment in food related industries. And, the Practical will stress experience with the fast convenience foods and the operation of the equipment of the industry. Both, study-areas will concentrate on preparation of the student's S.T.E.P. into the world of work; such preparation is to be designed to avoid the failures often experienced through weak On-The-Job Training Programs functioning under the stresses of actual production. Actual experience in O.T.J. Training is vital and should not be replaced completely; a well constructed S.T.E.P. curriculum will prepare and screen students for employment in the industry and greatly reduce trainee costs.

"Training cannot exist in a vacuum, separate and distinct from the on-going functions of the organizations. There are conditions that must precede training programs and operate subsequent to them if such programs are to succeed and a career progression ladder is to become a reality and have meaning to employees."[1] The S.T.E.P. approach in this proposed curriculum should be education's role in fulfilling the conditions that must precede the industry's training programs. It will be a training program that will operate as a foundation builder upon which the employer can build a satisfied and successful employee if

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[1] "Career Ladders in Food Service," The Cornell H.R.A. Quarterly, August, 1970.

they meet their obligations as an employer.

To sum up the prime function of this proposed curriculum, it is to attract these students with an interest in the food service industry and develop their interest in becoming productive workers through job training for entry jobs and follow-up procedures to help the employer create for our particular type of student a work atmosphere of human dignity, work flow efficiency, job satisfaction, and employee motivation. A formal training program must communicate its purpose and benefits to trainees on a continuing basis by reinforcement at the appropriate levels on the Career Ladders for Non-Management Food Service Workers; the recommendations of the industry that are expressed in this report are considered very closely in the development of this curriculum.

Academic Course Outline

I. Advisory

- A. Check attendance on Daily Individual Sheet -
- B. Discuss the previous Daily Report Sheet on individual basis with those needing teacher-student conference
- C. Correct any student work assignments to adjust for possible absentees

II. Math

- A. Food Service guest checks, correct usage
- B. Counting change and handling money
- C. Measurement as related to Food Preparation and Service
- D. Telling time

III. Science-Health

- A. Personal hygiene and working in food related industries
- B. Sanitation and the Food Industries
- C. Equipment and job safety

IV. Language Arts-Social Studies

- A. How to get a job
- B. Employer-Employee relations
- C. Customer Courtesy - Selling...Your main job!
- D. Transportation to Work - preparation for written test on State Driver's License Exam for those who qualify and a review of other possible sources of transportation to work

Practical Course Outline

V. Drinks and Fountain Service

- A. Solf-serve ice cream and how to serve it
- B. Hand dipped ice cream and how to serve it
- C. Drinks - carbonated, coffee, tea, juices

VI. Sandwiches

- A. Heat and serve pre-packaged
- B. Cold sandwiches
- C. The complete cycle of preparation

VII. Fried Foods

- A. Pre-cooked, frozen, etc.
- B. Convenience items needing complete cooking
- C. The complete cycle of preparation

VIII. Convenience Entrees, Individual and Complete

A. Methods of preparation
B. How to prepare them for service to the customer
C. Vegetables to complement the entrees

IX. Breads and Pastries

A. Thaw and serve
B. Proof and bake to serve
C. Mix, proof, bake and serve

X. Salads, Snacks and Appetizers

A. Salads
B. Snacks
C. Appetizers

XI. The Clean-up

A. Kitchen, dishroom, etc.
B. Areas of service to the customer

XII. Vocabulary of the Industry

Career Ladders for Non-Managerial Food Service Workers[2]

The key findings and recommendations from the manifold results and conclusions are presented on these two pages. A summary report on which recommendations are based will be published in the November issue of this magazine.

KEY RECOMMENDATIONS

Build a New Image

- Develop employment standards to attract and retain educable and willing employees.
- Closer cooperation among industry, educational institutions, public institutions (Chamber of Commerce, community activity centers, etc.) and local, state, and appropriate national associations to raise the industry's image as one meeting workers' economic and social needs.

Improve Working Conditions

- Supplant poor physical working conditions with adequate pleasant ones to enhance the work atmosphere.
- Initiate human relations development throughout the organizations to create a work atmosphere of human dignity, work flow efficiency, job satisfaction, and employee motivation.

Orientation and Training

- Learn each applicant's expectations before he is hired and placed on the job.
- Continue general and job-related orientation to acquaint employees with the entire organization, the local unit where he works, and the details specific to his own and related jobs.
- Establish a formal training program and communicate its purpose and benefits to trainees on a continuing basis. Reinforce the program at appropriate levels.
- Hold training sessions under the best conditions for learning and continue with the schedule designed for each job or job family without interruption.

Careers in Food Service

- Shoudl be specifically designed for each organization and offer workers visible belief in promotional opportunities.
- Display the tangible benefits of training as a route to achieving the workers' personal goals.
- Raise wages and fringe benefits to a level competitive with other industries to attract and retain competent workers and thus meet their economic goals.

Evaluate Human Resources

- Devise a system to measure the organization's investment in human resources by defining and identifying the associated variables. This measurement will quantify an employee's value to the organization and also measure the real cost of labor turnover.

TO SUM UP ...

To attract needed workers, the food service industry must develop a better image in order to compete with other industries. To obtain productive workers, job training for entry jobs and for those leading to promotion should be established. Job turnover is expensive because new prople must be recruited and trained, during which time their productivity is low.

[2]"Career Laders in Food Service," Ibid., P. 33.

APPENDIX C

PROGRESS REPORT FOR VOCATIONAL REHABILITATION AT

THE LYNCHBURG TRAINING SCHOOL AND HOSPITAL

Client's Name:_____ Training Area:_____

Instructor:_____ Date:_____

I. VOCATIONAL ADJUSTMENT

___ 1. Adjustment to work area is good. Work performance adequate or above.
___ 2. Minor adjustment difficulties are present. Some difficulties in adjusting to an outside job anticipated.
___ 3. Adjustment difficulties hinder vocational performance. Patient probably not ready to handle job pressures.
___ 4. Poor adjustment. The patient is greatly limited in vocational performance and is not likely to be able to perform on a job.

II. GENERAL ATTITUDE

___ 1. Alert
___ 2. Antagonistic
___ 3. Apathetic
___ 4. Complains
___ 5. Depressed
___ 6. Nervous
___ 7. Self-confident
___ 8. Self-conscious
___ 9. Tearful
___ 10. Timid
___ 11. Well poised

III. PERSONAL APPEARANCE

___ 1. Tends to dress neatly and is well groomed.
___ 2. Tends to dress with moderate neatness and grooming.
___ 3. Neatness seems to be a problem and patient's appearance is neither clean nor well-groomed.

IV. SOCIAL ADJUSTMENT

___ 1. Tends to be a leader; conscious of the needs of the group.
___ 2. Relates actively to others; part of the group.
___ 3. Withdrawn; not an active part of the group.

V. COOPERATIVENESS

___ 1. Always cooperative; eager to make good impression.
___ 2. Usually cooperative.
___ 3. Usually more uncooperative than cooperative.

VI. Punctuality and attendance

___ 1. Arrives on time often enough and works steadily enough so that this should not be a vocational problem.
___ 2. Late or absent enough to suggest a vocational problem.
___ 3. Constant lateness or unreasonable absences constituting a definite vocational problem.

VII. REACTION TO SUPERVISION

___ 1. Reacts best to supervision when there is as little intervention as possible.
___ 2. Needs permissive supportative supervision.
___ 3. Needs firm authoritative control.
___ 4. Is resistant to supervision.

VIII. RESPONSE TO INSTRUCTION AND CARRY-OVER

___ 1. Needs little instruction; is able to follow through on a job and there is excellent carry-over from day to day.
___ 2. Needs moderate amount of instruction; then is able to follow through with adequate carry-over from day to day.
___ 3. Needs a great deal of instruction; then is able to carry through on a job with some carry-over from day to day.
___ 4. Even with a great deal of instruction, he cannot follow through with a job unless there is close supervision, and there is no carry-over from day to day.
___ 5. Needs a great deal of instruction and constant supervision but is still unable to follow through on a job; comprehension too poor to carry-over at all.

IX. TASK APPROACH

___ 1. Almost always approached tasks in a systematic and organized manner.
___ 2. Attempts to perform work in a systematic and organized manner but does not always see the total picture.
___ 3. Approach is usually quite disorganized and unsystematic.

X. RESPONSIBILITY IN DOING A JOB WITHIN STUDENT'S MENTAL AND PHYSICAL ABILITY

___ 1. He is able to accept responsibility and can be trusted to carry out assignments.
___ 2. He sometimes can accept responsibility and can be trusted to carry out assignments.
___ 3. Rarely can he accept responsibility and rarely can he be trusted to carry out assignments.

XI. REACTION TO FRUSTRATION

___ 1. When met with a frustrating work situation, the student tries harder and seems to exert more effort in order to do the work.
___ 2. When met with a frustrating work situation, the student's output of effort does not increase or decrease.
___ 3. When met with a frustrating work situation, the patient becomes discouraged and gives up.

XII. CONSISTENCY OF EFFORT

___ 1. Shows steady work behavior.
___ 2. Displays moderately steady work behavior.
___ 3. Fluctuates between steadiness and unsteadiness.
___ 4. Displays very unstable behavior.

XIII. ATTENTION NEEDED

___ 1. Seeks no special attention from the supervisor.
___ 2. Seeks little attention from the supervisor.
___ 3. Seeks continuous attention from the supervisor.
___ 4. Seeks more attention from the supervisor than others.

XIV. ALERTNESS AND DISTRACTIBILITY

___ 1. Is quite alert and not distractible.
___ 2. Is about as alert as others and some distractibility is seen.
___ 3. Is extremely hazy and extremely distractible.

XV. CLEANING OF WORK AREAS

___ 1. Cleans work area when job is completed without being told.
___ 2. After being reminded, cleans work area without supervision.
___ 3. Has to be reminded to clean work area and needs supervision.
___ 4. Even with prodding, does indifferently.

XVI. INSTRUCTOR'S COMMENTS: (Please state any other pertinent information about the student. We also would like your opinion of this individual's ability to adjust, both socially and vocationally, to an outside job.)

NOTE: The researchers believe that this progress report used by Lynchburg in their food preparation and service training program or one similar to this report would be useful as an evaluation instrument to determine social and vocational adjustment of students in the proposed pilot program.